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CREATING A CANVA-BASED APPROACH FOR TEACHING NARRATIVE TEXT

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Abstract: Narrative text is an important part of English learning at the junior high school level because it helps students develop their reading, writing, and storyline skills. However, many students have difficulty understanding the structure of the text, the flow of events, and complex linguistic elements, while conventional learning approaches are often unable to accommodate students' needs optimally. This creates a gap between theoretical learning approaches and less interesting and less effective classroom learning practices. This study aims to describe the use of Canva as a creative medium in learning narrative text in junior high school. Canva was chosen because it has attractive and interactive visual elements that are believed to improve students' understanding. This study uses a qualitative descriptive method with data collection techniques in the form of classroom observations and semi-structured questionnaires and involves 10 junior high school students as participants. The results showed the use of Canva had a positive impact on students' understanding of the structure of narrative text, such as orientation, complication, resolution, and reorientation. Attractive visuals, such as images and layouts, also increase students' enthusiasm and creativity in the learning process. Thus, the use of Canva has proven effective in bridging the gap between theory and practice and making learning narrative text more enjoyable and meaningful for junior high school students.

Keywords: application, canva, learning medium, narrative text

INTRODUCTION

In the current digital era, technological advances have a significant impact on the world of education, especially in the utilization of interactive and innovative learning media. One of the materials that is often considered quite challenging in English lessons at the junior high school level is narrative text. Many students have difficulty in understanding the structure of the story, composing a logical flow, and making

sentences according to grammar rules. This condition raises the need for learning media that not only facilitates students' understanding of the material but is also able to increase students' motivation and interest in learning.

One promising alternative is the use of Canva, a graphic design platform that provides a wide selection of visual templates such as posters, comics, infographics, and presentations. With Canva, students can express their story ideas visually and creatively, thus helping their understanding of narrative text structures such as orientation, complication, and resolution. This visual approach also encourages students to be more active and creative and participate in the learning process.

Furthermore, the use of learning media assists educators in managing time more efficiently when delivering material, enhances students' interest, helps maintain their focus, and clarifies learning concepts. Learning media also facilitates concrete learning experiences, enabling students to better understand and remember the material, while preventing verbalism in the learning process (Harianto & Utami, 2025). The goal is to create a fun and interesting learning atmosphere by creating optimal learning conditions during the learning process (Efendi et al., 2023). Research by Suama, et al., (2024) showed that training in the use of Canva showed that this media can help increase teacher creativity in designing more interesting and interactive learning materials. Such findings confirm that digital media not only benefits students but also enhances teachers' pedagogical competence and digital literacy, which are essential in modern education (Sakina et al., 2020). In addition, this training also contributes to improving teachers' digital skills, which is one of the important demands in modern learning. Overall, this training is a strategic step to support a more effective and innovative English learning process, especially if followed by consistent implementation in the classroom and follow-up mentoring.

There are several previous studies, the first research was conducted by Otkarani Nasution, et al., (2024) with the title "Investigating Junior High School Students' Perception of Using Canva As A Media for Writing Recount Texts." In this research Canva is an effective digital learning medium that empowers students in writing recount texts and supports the development of their digital communication skills. In addition, the study shows that Canva has a positive effect on students' writing skills and facilitates the organization of ideas, although some technical obstacles were still found. However, the study has not yet deeply linked the use of Canva with the context of narrative text learning, which has different structural characteristics and linguistic requirements.

According to Salsabila et al., (2023), narrative texts provide students with the opportunity to explore and channel their creativity through structured storylines. By studying narrative texts, students' writing skills can improve, especially in organizing ideas in a coherent and clear manner. To maximize students' engagement in narrative writing, technology-based media that combine creativity and structure are considered effective learning solutions (Dewi et al., 2023). One medium that can be used is Canva-based digital posters, which is an easy-to-use graphic design platform. Digital posters are posters that are created digitally, not just manually. The use of digital posters in learning is believed to increase students' interest, enthusiasm, and creativity in learning English.

Therefore, the utilization of Canva as a technology-based learning media is a strategic step in overcoming the challenges faced by students in understanding narrative text. Through a visual and interactive approach, students are not only helped in

understanding the material, but also encouraged to be more active, creative and confident in expressing their opinions. The objective of this study is to describe the use of Canva as a creative learning medium in teaching narrative text at the junior high school level and to examine how its visual and interactive features support students understanding of narrative text, as well as their engagement creativity, and confidence during the learning process.

LITERATURE REVIEW

This literature review discusses the theoretical basis and results of previous research relevant to the utilization of Canva-based learning media in teaching narrative text at the junior high school level. This review aims to provide a conceptual understanding of the research topic and strengthen the scientific basis of the issues raised. Some aspects discussed include the importance of mastering vocabulary and narrative text structure, students' difficulties in understanding narrative text, the role of technology in English learning, visual-based learning, and the use of Canva as an innovative and interactive learning media.

Narrative Text

According to Falihah et al., (2022) Writing is one of the four basic language skills and serves as a means of communication through written symbols that represent language. This skill is very important for students to learn because it encourages them to think critically and deeply, which is an important aspect in producing good writing. Students are also required to focus on using correct grammar in their writing. Consequently, many students perceive writing as a challenging task since they have to consider multiple elements simultaneously, such as generating ideas, organizing concepts, selecting appropriate vocabulary, and applying proper grammar.

The general structure of a narrative text consists of orientation, complication, and resolution. Orientation serves to introduce the characters in the story as well as the setting and atmosphere of the events. Complication describes the emergence of conflict of tension in the story, including the crisis and climax. This section displays the main problem that drives the storyline. Meanwhile, resolution shows the resolution of the conflict that occurs and describes the situation after it is resolved.

The Use of Technology in English Language Learning

According to Harianto & Utami (2025), technological advancements have significantly transformed the field of education, including the teaching and learning of English. Technology now serves not only as a support tool but also a medium that creates a more engaging, interactive, and flexible learning environment. Through various digital platforms, students can access learning materials independently, collaborate online, and practice their language skills using a wide range of methods.

Technology-based learning approaches are also known to boost students' motivation and participation. The integration of technology allows for more dynamic interaction between teachers and learners, while also enabling a more personalized learning experience. This flexibility helps students learn at their own pace and in ways that match their individual learning styles, resulting in more effective and meaningful learning outcomes.

According to Shasqia (2020), digital storytelling is a form of utilizing technology in English language learning because it integrates various digital devices and media, such

as images, audio, video, and online platforms, into the learning process. Through digital storytelling, technology not only functions as a supporting tool, but also as a pedagogical medium that helps students understand and convey meaning in English in a more interesting and interactive way. The use of visual and audio elements in digital stories can increase students engagement and help them understand English texts, especially narrative texts, more easily and contextually.

Canva as Learning Media

Canva is an online graphic design platform that offers a wide variety of visual templates, such as posters, infographic, comics, and presentation. It is designed with a user friendly interface, allowing individuals from diverse backgrounds including teachers and students to use it easily without requiring advanced graphic designs skills.

In the context of learning, particularly when studying narrative texts, Canva serves as an effective tool to help students construct and understand story structures. Students can visually express their ideas by creating narrative posters or comic strips that illustrate key elements of a story, such as orientation, complication, and resolution. Representing these elements visually supports students in grasping the underlying structure of a narrative more clearly and concretely.

More than just a visual aid, Canva also serves a creative learning medium that can increase student engagement in the classroom. By creating their own work, students are trained to think critically, organize information systematically, and express their ideas attractively and confidently. These activities encourage students' emotional and intellectual engagement in the learning process, making the material learned easier to understand and remember.

According to Artiniasih et al., (2024), Canva is an effective technology-based learning medium for improving students' writing skills. Canva helps students develop ideas, enhance creativity, simplify the writing process, and increase motivation and confidence. In addition, Canva makes it easier for teachers to present material in a visual and engaging way, making writing lessons more effective and enjoyable.

Students who utilize Canva are able to develop their writing ideas more effectively, which makes the writing process easier. Canva is not only beneficial for students but also assists teachers in designing more representative learning materials through visual elements and in demonstrating new learning concepts aligned with instructional objectives. Furthermore, Canva can enhance students' enthusiasm for writing and encourage them to understand and acquire information more quickly. The use of Canva as a technological tool can therefore support students in becoming better writers Abdulla (2024).

According to Hardina et al., (2024), this study shows that the use of Canva combined with narrative reading materials based on local culture can significantly increase students engagement and reading comprehension. Stories that are close to students' lives and cultures make learning feel more relevant and meaningful so that students can more easily relate their personal experiences to the content of the text being studied. In addition, the visual and interactive features available in Canva make the learning process more interesting, less monotonous, and more effective than learning methods that only rely on text. However, this study still has several limitations, such as the limited number of respondents, the relatively short research period, and differences in access to and technological capabilities in each school. Therefore, further research with a larger number of participants, a longer research period, and greater attention to

technological readiness is needed so that the research results can be generalized more broadly.

METHOD

This study uses a descriptive qualitative approach to find out how a Canva-based creative approach can help junior high school students overcome difficulties in understanding narrative text. The qualitative approach was chosen to gain an in-depth understanding of students' experiences, perceptions, and learning outcomes through the integrity of digital media, especially the Canva platform, in the learning process.

According to Nurrisa & Hermina (2025) qualitative research is an approach that does not use mathematical, statistical, or computational models in its process. This research begins by formulating basic assumptions and frameworks as guidelines. In practice, this method does not rely on numerical data to collect information or analyze results, so it is often referred to as a naturalistic method because it is carried out in natural conditions (natural setting).

This questionnaire was given to students to find out their perceptions and difficulties in understanding narrative text after Canva-based learning. The questionnaire includes a combination of closed and open-ended questions, which allows students to provide systematic and in-depth answers. This instrument serves to evaluate the extent to which the use of Canva can improve students' understanding of the structure and elements of narrative text.

Observations were conducted during the learning process, where Canva was used as the main medium in delivering narrative material. The focus of observation includes the level of student engagement, active participation, attitude, and their responses during the learning activities. This observation aims to find out how students interact with Canva media and how much it contributes to helping students overcome difficulties in understanding narrative material.

The data obtained from both instruments were analyzed descriptively and qualitatively by identifying emerging themes, patterns, and significant changes in students' understanding and motivation to learn. Students' comprehension and learning motivation were further assessed through surveys and interviews, which provided deeper insights into their educational experiences. The findings highlighted not only individual progress but also the influence of collaborative learning environments in fostering student engagement and enthusiasm for the subject matter. This study specifically examined students' difficulties in understanding key components of narrative texts, such as orientation, complication, and resolution, as well as the role of Canva in helping to address these challenges. This approach is expected to provide a clear depiction of Canva's potential as an effective learning medium, particularly in delivering narrative materials in an engaging and interactive manner.

FINDINGS AND DISCUSSION

This section presents the findings of the research along with an in-depth discussion and interpretation of the data. The results are explained descriptively and supported by relevant theories and literature. The data are drawn from student questionnaires and observations to explore students' initial understanding of narrative text as well as their responses toward the learning media used. The discussion aims to interpret the significance of the findings in relation to the research objectives and previous studies.

The Use of Canva as a Creative Learning Medium in Teaching Narrative Text Students Prior Knowledge of Narrative Texts

This section explored students' prior knowledge of narrative text, including its definition, purpose, and general structure. Based on the results of the questionnaire distributed to the students, the majority of participants showed a fairly good understanding of the concept of narrative text. In general, they explained that narrative text is a type of text that tells a story or a series of events, both fiction and nonfiction, in chronological order. Some participants also added that narrative text aims to entertain readers and convey moral messages through stories. The findings from this questionnaire show that the students were able to identify the main characteristics of narrative text, such as the timeline, the relationship between events, and the content of the story, which can be imaginative or real. One respondent wrote:

Excerpt 1

"A type of text that aims to tell an event in a chronological and interconnected manner." (Participant 6)

This statement indicates that students understand the essence of narrative text that is built from a logical sequence of events and related to each other. This finding is in line with the theory proposed by Rizki Perdiana (2022), which states that narrative text is structured with orientation, complication, and resolution and has the main purpose of providing entertainment while conveying moral messages to its readers. In addition, according to Kuşdemir (2020), students' understanding of narrative text is greatly influenced by their ability to string events together coherently and capture the implied meaning contained in the story. Thus, the questionnaire data shows that most students have conceptually understood the basic concepts of narrative text, especially from the aspects of structure and purpose.

Students' Difficulties in Understanding Narrative Text

This section discussed the aspects of narrative text that were most difficult for students to understand and the reasons behind these difficulties. Based on the questionnaire results, most students stated that the most difficult part of a narrative text to understand is the complication, which is when the conflict begins to emerge in the story. This difficulty arises because the storyline begins to develop and often causes confusion, especially if many characters are involved. One student said:

Excerpt 2

"The writer may use complicated language, technical terms, or less common phrases, making it difficult for the reader to understand the purpose of the conflict..." (Participant 9)

In addition to complications, students also expressed challenges in understanding the resolution section, as it requires a thorough understanding of the conflict and how it was resolved. When the conflict involves many characters with complex motivations, students tend to find it difficult to follow the story development as a whole.

Another problem that arises is difficult vocabulary, especially if the narrative text uses idioms or uncommon terms. This hinders the understanding of the message conveyed in the story. One student stated:

Excerpt 3

*"Difficult vocabulary: unfamiliar words or idioms can hinder comprehension."
(Participant 8)*

Students also had difficulty in capturing the moral message, especially when it was delivered indirectly. They felt the need to do a deeper interpretation of the implied meaning in the story. This is shown in the statement:

Excerpt 4

*"Hidden moral messages: not always written directly, so must be interpreted."
(Participant 7)*

Some students even mentioned difficulties in correctly recognizing the structure of narrative texts, such as distinguishing between orientation, complication, and resolution sections, which were sometimes confused when working on the questions.

Excerpt 5

*"When dividing the structure, it is always reversed when working on it."
(Participant 5)*

This finding shows that the challenge of understanding narrative text lies not only in the content of the story but also in the linguistic elements and narrative structure. This shows that many students struggle to write structured sentences using correct grammar, which contributes to their difficulties in writing narrative texts. This suggests that students' understanding of grammatical rules is still limited Falihah et al., (2022). Based on the results of data analysis, it has similarities with research from Unleashing creative potential: Exploring the transformative impact of Canva on students' engagement and performance in writing. (2019) students have difficulty in using the right vocabulary when writing narrative texts. They often use words that are inappropriate or inappropriate in meaning. The analysis also shows several factors that cause this difficulty, including students' limited knowledge of sentence structure in English and lack of vocabulary mastery.

Students' Ability to Describe Plot and Characters

This question examines students' ability to understand and describe the plot and characters in narrative text. From the questionnaire results, the majority of students experienced difficulties when asked to tell the plot and character in the narrative text. Most mentioned that this difficulty occurred when they did not understand the content of the story thoroughly. This lack of understanding has a direct impact on the ability to organize the story coherently and describe the characters appropriately.

Excerpt 6

*"Yes, because if you don't understand the content of the story thoroughly, it is difficult to explain the plot coherently or describe the character accurately."
(Participant 2)*

Some students also revealed that the complicated plot of the story, such as many events or time jumps, made it difficult for them to reorganize it in summary form.

Likewise, the lack of information about the characters, such as vague descriptions of character traits and roles, made students confused between characters.

Excerpt 7

"The plot is complicated, the characters are not clearly explained, and the story is too short or too long. As a result, students struggled to connect with the narrative and often found themselves lost in the storyline. This confusion hindered their ability to engage deeply with the text and appreciate its themes." (Participant 7)

In addition to factors from the text itself, some students mentioned that challenges arose in terms of personal abilities, such as summarizing skills, assembling stories, and creating appropriate characters.

Excerpt 8

"The reason is because of the lack of ability to summarize and organize the story." (Participant 4)

However, not all students experienced difficulties. Some students felt that understanding the plot and characters could be done by rereading the story or watching videos to strengthen understanding.

Excerpt 9

"No, because telling the plot and character of the character can be seen from the story we have made or watching videos to know better before working on it." (Participant 5)

Overall, these findings show that many students find it difficult to write narrative texts, especially when they are required to describe the plot and characters in detail. This is not only due to limitations in grammar or vocabulary but also because of their lack of understanding of the storyline and the roles of each character. Students often struggle to summarize events coherently and to describe characters accurately, particularly when the story contains complex structures or vague character descriptions. According to Anggraeni et al., (2024) Students often have difficulty describing the setting and characters in depth in narrative writing. The setting is usually conveyed briefly, and character descriptions are limited to physical actions with no explanation of emotions or motivations.

Students' Experiences in Using Canva for Learning

This question evaluated students' experiences in using Canva during the learning process. Based on the questionnaire results, most students stated that they have used Canva in a learning context. The application is generally used to complete project-based assignments, such as creating posters, info graphics, and presentations, as well as various other visual designs. Canva is considered to provide convenience in the process of working on creative tasks.

Students' experiences of using Canva are generally positive, especially as it allows them to express ideas visually and clarify subject matter through attractive displays. One student said,

Excerpt 10

"There are many templates and design elements that can help me." (Participant 2)

Another student added that the designs produced through Canva not only beautify the appearance of the assignment but also help in understanding the content of the material more deeply:

Excerpt 11

"I can make presentations, posters, or info graphics with a creative look." (Participant 3)

Some students also emphasized that Canva is easy to use, even for beginners. This ease makes it a suitable tool to apply in learning activities, especially in subjects that require creativity and visualization of information. In addition, Canva is often used in various subjects, both for individual and group assignments:

Excerpt 12

"Ever, even very often in certain subjects, to do assignments in the Canva application." (Participant 7)

This finding is reinforced by, which states that the use of Canva in Prihatiningtyas & Astuti (2024) learning is proven to increase student motivation and learning outcomes, especially in science and technology subjects. This application provides various interesting visual features so that the learning process becomes more interactive and fun.

Integrating Canva to Support Students' Understanding of Narrative Text Structure

This question explains the extent to which Canva helps students understand narrative text structures such as orientation, complication and resolution. Based on the questionnaire results, most students stated that Canva made it easier for them to understand the structure of narrative text through attractive visual presentation. Features such as storyboards, storyline templates, and icons for characters and settings are considered helpful in distinguishing important parts of the text, such as orientation, complications, and resolution.

Excerpt 13

"With Canva, I can create visualizations of storylines such as beginning-middle-end. This makes me understand the narrative parts better." (Participant 2)

Features such as storyboard templates, character icons, and background illustrations support students in recognizing characters, setting, and sequence of events in a more engaging and interactive way. Visualization through Canva also contributes to increasing students' learning motivation and makes them more interested in understanding the content of narrative texts.

Excerpt 14

"With flowcharts, character and setting designs, and attractive storyboards or posters, I am more focused, eager to learn, and quickly understand the content and structure of narrative stories..." (Participant 7)

This finding is reinforced by a study by Catubig et al., (2024), who explained that the use of Canva in learning promotes students' visual literacy and helps them understand text structure concretely. Canva also allows information processing to be more organized and easily understood through a creative and flexible visual approach.

Students Perception of Canva Features

This question identified the Canva features that students liked the most and the reasons for their preferences. Based on the questionnaire results, most students liked the ready-made templates and graphic elements feature in Canva. These features are considered very helpful because they make it easier to create designs for school assignments without having to create them from scratch.

Excerpt 15

"Complete graphic elements (icons, images, illustrations), because they can help clarify the content and make learning materials more interesting and easy to understand." (Participant 2)

Excerpt 16

"on the elements so that we can decorate the assignment to be more interesting and good." (Participant 5)

Some students also mentioned that they were helped by the animation and image editing features because it made the presentation more interesting.

Excerpt 17

"The template feature in Canva is very helpful because when I am too lazy to edit, I can still complete the task quickly, plus interesting graphic elements to beautify the results." (Participant 4)

Overall, these features support students in expressing ideas visually and creatively. These results are in line with the findings of Abdulla (2024), who stated that Canva can increase student engagement and motivation to learn through intuitive and easy-to-use visual design.

The Role of Canva Features in Supporting Students' Understanding of Narrative Text

This question explains how the features in Canva help students to better understand the structure and elements of narrative text. Based on the questionnaire results, many students found the storyboard template, visual elements, and text organization helpful in understanding the structure of narrative text, such as orientation, complications, and resolution.

Excerpt 18

"By using storyboard templates, adding images, and organizing text according to story sections, it is easier for me to understand the content and flow in a visual and structured way." - (Participant 7)

Excerpt 19

"With templates, graphic elements, structured text, and AI features in Canva, I can make stories faster, more interesting, and easier to understand." (Participant 1)

In addition, the feature of grouping text in boxes and neat visual formatting makes it easier for students to distinguish story sections and understand the sequence.

Excerpt 20

"Visual elements such as images, icons, and shapes help complement the narrative with clearer images, symbols, and representations." (Participant 9)

Features such as attractive fonts, animations, and colors are also considered helpful in enhancing the appeal and making it easier to remember the storyline.

Excerpt 21

"With attractive fonts, neat text formatting, and supporting graphic elements, the story becomes more visual and easy to understand." (Participant 3)

Overall, Canva helps students visualize the structure of narrative text and makes the story feel more alive. This finding is in line with research by Abdulla, (2024), which showed that the use of Canva significantly increased students' motivation and engagement in English writing activities.

Students' Comparison of Learning Narrative Texts Using Canva and Textbooks

This question compares the effectiveness of learning narrative text using Canva and print media. Based on the questionnaire results, many students stated that learning through Canva is more interesting and easy to understand. Visual elements such as images, icons, layouts, and colors help them understand story structure and characters faster than plain text in books that rely on imagination.

Excerpt 22

"In books, our imagination has to work on its own through text; sometimes it's hard to imagine the characters or the setting. But with Canva, everything becomes clearer because there are images, icons, colors, and layouts that make the story easier to understand and remember." (Participant 2)

Excerpt 23

"In my opinion, books are sometimes boring because they look plain, while Canva is more interesting with a variety of fonts, colors, and graphic elements that make it more enjoyable to read." (Participant 3)

Overall, Canva helped students visualize the narrative structure and made the story feel more alive. This is in line with the findings of Larasati (2022), who showed that the use of Canva in creative writing learning can increase students' motivation and understanding of narrative content.

Students' Descriptions of How Canva Helps Them Overcome Difficulties in Writing Narrative Texts

This question assesses Canva's contribution in helping students overcome challenges in writing narrative text. Based on the questionnaire results, the majority of students stated that Canva helped them overcome difficulties in writing narrative texts. One of the most frequently mentioned aspects was the ease of organizing ideas in a structured manner with the help of storyline templates and visual elements.

Excerpt 24

"Yes, Canva helps overcome difficulties in writing narrative text with visual displays such as templates, images, and layouts, so that ideas are easier to organize and the story remains structured." (Participant 7)

Excerpt 25

"Yes, using Canva can help overcome the difficulty of writing narrative text, especially for students who have difficulty organizing ideas coherently and interestingly." (Participant 2)

Some students mentioned that the graphic features, colors, and interesting fonts made them more enthusiastic and less bored when writing.

Excerpt 26

"Yes, because with Canva I can make narrative text more interesting through good fonts, beautiful colors, and graphic elements, so it's not boring to read." (Participant 4)

In addition to helping with organization and visualization, Canva also increases students' creativity and interest in writing.

Excerpt 27

"In my opinion, Canva is quite helpful in overcoming difficulties in writing narrative texts, especially in designing story structures and developing ideas visually, such as organizing ideas, visualizing characters and settings, increasing creativity, and being a planning tool before writing." (Participant 5)

This finding is reinforced by the research of Raihan et al.,(2025) which showed that Canva improved students' ability to compose narrative text creatively and structurally and supported the pre-writing process through clear visualization of ideas.

Students' Expectations Regarding the Use of Technology in Narrative Learning

This question explores students' expectations of technology utilization in narrative text learning in the future. Based on the questionnaire results, most students hope that technology development can create more interactive, interesting, and effective learning. They want digital tools that not only present the material but also guide them in the writing process gradually.

Excerpt 28

"My hope is that technological developments can make learning narrative text more interesting and interactive. With apps like Canva, students can visualize stories, and learning platforms can provide tools for creative writing exercises. Technology can

also help understand the structure and elements of the story in a more exciting and accessible way.” (Participant 7)

Excerpt 29

“The existence of an application that guides students to write narrative text step by step, from character, setting, and conflict to resolution with examples and automatic suggestions, really helps students who are still confused about starting or developing a story.” (Participant 2)

Some students also hope that technology can make narrative text material easier to understand and fun and help overcome difficulties in understanding the structure and content of the story.

Excerpt 30

“Hopefully, technology development can create more interactive, interesting, and effective narrative text learning for students.” (Participant 5)

Students also emphasized the importance of technology in creating a modern and creative learning environment, which can encourage them to be more interested in writing and reading.

Excerpt 31

“Creating a more interactive, engaging, and effective learning environment.” (Participant 4)

This finding is in line with Harianto & Utami (2025), which shows that Canva is one of the various applications that can be used to design learning media. The application offers features that can be creatively optimized, making classroom learning activities more interactive and enriching the visual aspects in an easier and more enjoyable way.

Based on the results of the questionnaire, the majority of students felt that the use of media such as Canva helped them greatly in the process of writing narrative texts. Many of them mentioned that the visual media made it easier to understand the story structure and helped in putting ideas into writing. This finding is in line with previous research, Rena Eka et al., (2023) states that students respond positively to the use of Canva as a tool in learning to write. Students were satisfied that Canva was accessible, useful, and appropriate to support English writing skills. Canva helps them express ideas more easily, increases motivation, and reduces anxiety when writing. Difficulties that students usually experience, such as grammar limitations, lack of ideas, and boredom, can be minimized by using Canva. In addition, students also learn to integrate technology in language learning and enjoy the learning process of writing with more enthusiasm. Canva is seen as a practical and effective 21st-century learning medium.

However, classroom observations showed a discrepancy between students' perceptions and their implementation in the field. When the activity was conducted in groups, only about six students seemed active and able to follow directions well. Meanwhile, other students seemed to participate less, and some even tended to depend on the more dominant group members. This shows that not all students get equal

opportunities to develop in group work situations, especially if there is an imbalance in contributions between members.

In contrast, in individual tasks, the results obtained tended to be better. Eight out of ten students were able to complete the task independently with satisfactory results. They demonstrated an understanding of the material and were able to develop a more structured story. This may be because the individual task provided space for students to focus more and express ideas without social pressure from the surrounding environment.

This difference shows that the successful use of learning media such as Canva does not only depend on the media itself but also on the learning methods applied. Therefore, teachers need to design appropriate learning strategies so that all students can actively participate and gain a balanced learning experience.

CONCLUSION

Based on the research findings, it can be concluded that the utilization of Canva app-based learning media in teaching narrative text contributes positively to students' understanding and writing ability. The students showed satisfaction with the various features offered by Canva, especially when applied in project-based learning, such as making posters, infographics, presentations, and other forms of creative visuals. Canva is considered to make the process of working on assignments that require creativity and innovation easier.

In addition, Canva plays a role in helping students organize ideas more systematically and makes it easier for them to develop a coherent storyline, making writing activities more interesting. Visual elements such as templates, graphic images, and storyboards support this process by clarifying the structure and content of the story. Compared to conventional learning using textbooks that are often considered monotonous, using Canva offers a more interactive and enjoyable learning experience.

However, this study also identified a problem with group-based learning, which is the inequality of participation among students. Results from individual assignments showed better quality, indicating that the effectiveness of media such as Canva is highly dependent on the teaching model and strategy applied. Thus, it is important for teachers to design learning activities that can encourage active participation from all students so that the utilization of technology is truly optimal in learning narrative text.

English teachers are also expected to create a creative learning atmosphere that supports students' freedom of expression, especially in creative writing activities that use visual media such as Canva. Future research is suggested to focus on strategies that can increase students' engagement in technology-based group work, as well as examining effective collaborative approaches in using Canva as a learning tool.

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