



## The Effectiveness of Project-Based Learning Using Video to Develop Writing Skills of Students Motivation

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### Abstract

This study found that students at SMK Gajah Mada 01 Margoyoso Pati have difficulties with writing skills. They struggle with generating ideas, and organizing their writing, and often make mistakes due to limited vocabulary. To address this, the researcher implemented Project-Based Learning (PjBL) combined with video animations created using the Canva application to improve the students' writing skills. This study also explains the effectiveness of PjBL using video animation by Canva application to improve the writing skills of students with high and low motivation. This study also shows the difference between students with high and low motivation taught by PjBL using video animation by the Canva application. The study was conducted with eleventh-grade students at SMK Gajah Mada 01 Margoyoso Pati, focusing on the impact of this method on students with high and low motivation. This study used a quasi-experimental research design. The subjects were eleventh-grade students consisting of 40 students. The questionnaire was used to assess students' motivation and their perception of PjBL and Canva, and it was given at the end of the teaching process. The test was used to measure students' writing skills and was administered during the final meeting. Before testing the hypothesis, the researcher conducted necessary tests, including the normality and homogeneity tests. The results indicate that PjBL, when paired with Canva video animations, significantly improves writing skills in both high and low-motivation students, though the effect is more pronounced in high-motivation students. The result of PjBL using video animation via the Canva application is 0.000, which is smaller than 0.05 ( $0.000 < 0.05$ ). The result of PjBL using video animation via the Canva application is 0.007, which is smaller than 0.05 ( $0.007 < 0.05$ ). Therefore, there is a difference in scores between students with high and low motivation. The significant value of .001 is smaller than 0.05 ( $0.001 < 0.05$ ). In conclusion, the combination of PjBL and Canva video animations proves to be an effective strategy for improving students' writing skills. This method can be adapted to suit students of different motivation levels, helping them to express their ideas creatively while enhancing their academic performance.

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## INTRODUCTION

English is an important international language used in many areas, such as education, social interactions, medicine, and engineering (Nishanthi, 2018). This is why the Indonesian government has made English a required subject in schools, from elementary through university. About a third of the world's population speaks English, which makes it a key language for global communication (Mohamadsaid and Rasheed, 2019). Learning English helps build connections with people from other countries.

To master English, students must develop four skills: listening, speaking, reading, and writing. These skills are supported by key language components like phonology, grammar, and vocabulary. Writing, however, is often challenging for students. It involves combining ideas, vocabulary, and grammar to express thoughts clearly. Writing is not just about words, but also about proper spelling, punctuation, and word choice (Daffern, Mackenzie, and Hemmings, 2017). It can be hard to turn ideas into written words, and students often need motivation to write well.

Motivation helps guide and sustain goal-driven behaviors, and it's important in improving writing and literacy (O'Neil and Drillings, 2012). Teachers can motivate students by using reading and writing materials that are clear and interesting. Maming, Yassi, Saleh, and Jubhari (2023) found that familiar and engaging texts can help students stay motivated and improve their writing skills.

One way to motivate students is through Project-Based Learning (PjBL). PjBL is a method that helps students learn by working on projects, which can improve their writing skills. It's been used in many schools in Indonesia under different curricula, such as the Merdeka curriculum (Kemendikbud, 2021). This approach lets students work on real projects that are meaningful to them, making learning more engaging.

Project-based learning (PjBL) is an instructional model grounded in the constructivist approach to learning. This model

emphasizes the active construction of knowledge through multiple perspectives within a social context, fostering collaboration and interaction. PjBL promotes self-awareness in the learning process, allowing learners to reflect on and internalize their understanding. Additionally, this approach is context-dependent, meaning that it is shaped by the specific environment and real-world challenges students engage with (Tamim and Grant, 2013).

Many researchers noticed that the use of PjBL strategy in the English instructional process has become more popular and taken into account recently. Several studies suggest the use of PjBL to enhance the English teaching and learning process. It is believed to be able to increase students' higher-order thinking skills (Eliyasni, Kenedi, and Sayer, 2019).

PjBL potentially enhances students' motivation toward the teaching and learning process and it also works well for the classroom with mixed-ability students which enables the students to share ideas and thoughts (Park and Hiver, (2017). Related to these matters, the researcher figured out that there might be a possibility to improve the writing skills of students by employing PjBL strategy.

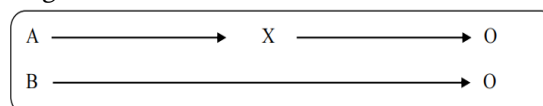
Besides of PjBL, the use of Canva has positive impact to improve students' motivation. Video Canva application is like video teaching with creative design that makes students more interested to learn the material in the English Language. According to Utami and Djamdjuri (2021) using Canva has a good effect on students. It can improve students' motivation and achievement.

Furthermore, video animation can be an affect both teachers' teaching and students' writing skills. It similar with (Fauziyah et al., 2022) stated that the combination between the Canva application and the lessons also make them able to develop creativity and make teachers able to innovative and of course provide benefits in the process of improving student writing.

In an education case, the teacher can use video animation to help him explain the analytical exposition text without reading the text. To the students, video animation helps students learn and memorize better because the teachers' explanations in facilitated audiovisual media and make the students more enjoyable to learn about a analytical exposition text (Pratama and Hikmat, (2024). It can be concluded that the use of video animation as an alternative medium for teaching analytical exposition texts hopefully can help students improve their writing skills with different motivation.

In this study, the researcher explores using PjBL with video animations created through Canva to support writing skills. This method encourages students to work on tasks that require critical thinking, problem-solving, and creativity (Thomas, 2003).

Based on early observations, students at SMK Gajah Mada 01 Margoyoso Pati face challenges in writing, such as not having ideas, struggling to organize their writing, and lacking vocabulary. Teachers need to understand these challenges to use the best strategies for helping students improve their writing skills.



Descriptions:

A: Experimental group (pre-test)

B: Control group (pre-test)

X: Treatment for the experimental group

O: Post-test

## Participants

The subjects of this study were eleventh-grade students at SMK Gajah Mada 01 Margoyoso Pati. The object of this study is to examine the effectiveness of Project-Based Learning (PjBL) and video animation through the Canva application in improving students' writing skills. The population of this study consists of the eleventh-grade students at SMK Gajah Mada 01 Margoyoso Pati for the academic year 2024/2025. The researcher selected two classes as samples: the XI AKL class (experimental group) with 20 students, which

Based on the explanation, the researcher believes that using PjBL and Canva can help students improve their writing skills. Therefore, it is necessary to conduct further study on the effectiveness of PjBL and video animation in improving students' writing skills, especially for those with high and low motivation.

## METHOD

### Research design

This research used quasi-experimental. According to (Creswell (2012), experimental research is "research that determines the effect of one variable on another variable under strict control. The researcher involved the independent and dependent variables. The independent variables were PjBL strategy (X1) and video animation by Canva application (X2). The dependent variable was writing skills (Y1). According to Creswell (2015), the research design can be illustrated as follows:

was taught using PjBL and Canva, and the XI PM class (control group) with 20 students, which was taught using traditional methods.

### Instruments

Data collection in this study was done using a questionnaire adapted from (Patton, 2012), (Islamil, 2017), (Gardner, 2007), and a pre-test and post-test. The questionnaire was used to assess students' motivation and their perception of PjBL and Canva, and it was given at the end of the teaching process. The test was used to measure students' writing skills and was

administered during the final meeting by making a text about analytical exposition.

#### Data Analysis Techniques

After collecting the data from the questionnaire and test, the researcher used SPSS Version 25 for data analysis. In analyzing the data, the researcher used a paired sample t-test to explain the effectiveness of PjBL for students with high and low motivation, the researcher compared the significance value (p-value) with the level of significance ( $\alpha$ ). Furthermore, the researcher employed an independent sample t-test to answer the differences between students with high and low motivation taught by PjBL using Canva. The researcher compared the mean scores between the students with high motivation levels in experimental and control groups. Before testing the hypothesis, the researcher conducted necessary tests, including the normality and homogeneity tests.

#### Normality Test

In this study, the normality test was conducted using a non-parametric method, specifically the Kolmogorov-Smirnov one-sample test. This test checks whether the data distribution is normal. If the p-value is greater than 0.05, the distribution is considered normal. Conversely, if the p-value is less than 0.05, the distribution is not normal. Based on the analysis, the data was normally distributed (Asymp. Sig. (2-tailed) = 0.200 > 0.05). Therefore, the normality test requirement was met.

#### Homogeneity Test

The homogeneity test was performed using SPSS. If the significance value (p-value) is greater than 0.05, the data variance is considered homogeneous. If the p-value is less than 0.05, the variance is not homogeneous. Based on the significance value for the pre-test and post-test (0.210), which is greater than 0.05, it can be concluded that the pre-test data variance is homogeneous.

Make sure that work can be repeated according to the details provided. It contains technical information of the study presented clearly. Therefore, readers can conduct research based on the techniques presented. Materials and equipment specifications are necessary. Approaches or procedures of study together with data analysis methods must be presented.

### RESULTS AND DISCUSSIONS

hypothesis investigated in this section is "PjBL using video animation via the Canva application improves the writing skills of students with high motivation." This is an alternative hypothesis. For the purpose of testing, it is reformulated into a null hypothesis: "PjBL using video animation via the Canva application has no impact on the writing skills of students with high motivation." The explanation of the results is as follows:

**Table 1.** The Result of PjBL Using Video Animation by Canva Application to Improve the Writing Skills of Students with High Motivation.

Category				P	Sig Level	Conclusion
Pre-test	Experimental-	Post-test	Experimental	High	.000 0.05	There is positive impact
Motivation						

The results indicate that PjBL using video animation via the Canva application has a significant effect on improving the writing skills of students with high motivation. The analysis shows that the effect value for PjBL using video animation via the Canva application is 0.000, which is smaller than 0.05 ( $0.000 < 0.05$ ). Therefore, the alternative hypothesis ( $H_a$ ), which

states, "PjBL using video animation via the Canva application improves the writing skills of students with high motivation," is accepted.

In conclusion, PjBL using video animation via the Canva application proves to be an effective strategy for enhancing the writing skills of students with high motivation in class XI at SMK Gama 02 Margoyoso Pati The significance

value of 0.000 further supports this conclusion, as it is smaller than 0.05 ( $0.000 < 0.05$ ). Furthermore, students enjoy learning using Canva because it allows them to express their creativity and design visually appealing projects with ease.

The platform's user-friendly interface, combined with a variety of templates and customization options, makes the learning process both engaging and enjoyable. Noor, et. al. (2023) focused on using Canva as a media to improve students writing skills and knowledge. Furthermore, students' perception toward the use of Canva for education in writing skills gave several benefits to their experience and for enhance students' ability and they felt enthusiastic about learning by using Canva for education. Using Canva has a good effect on students.

Canva helps students better understand and retain information by enabling them to present their work in creative formats such as presentations, infographics, and videos. Additionally, its collaborative features foster

teamwork, and its practical applications in real-world design make learning more meaningful and relevant. Overall, Canva enhances the learning experience by making it more interactive, personalized, and fun. Harahap (2023) stated that interactive media based on the project-based learning model assisted by the Canva application is effective in improving students learning outcomes.

### **The effectiveness of PjBL Using Video Animation by the Canva Application to Improve the Writing Skills of Students with Low Motivation**

The hypothesis investigated in this section is "PjBL using video animation via the Canva application improves the writing skills of students with low motivation." This is an alternative hypothesis. For the purpose of testing, it is reformulated into a null hypothesis: "PjBL using video animation via the Canva application improves the writing skills of students with low motivation."

The explanation of the results is as follows:

**Table 2.** The Result of PjBL Using Video Animation by Canva Application to Improve the Writing Skills of Students with Low Motivation

Item	P	Sig Level	Conclusion
Pre-test Experimental - Post-test Experimental low Motivation	.007	0.05	There is positive impact

The second determinant category reveals that PjBL using video animation via the Canva application has a significant effect on improving the writing skills of students with low motivation. The analysis shows that the effect value for PjBL using video animation via the Canva application is 0.007, which is smaller than 0.05 ( $0.007 < 0.05$ ). Therefore, the alternative hypothesis ( $H_a$ ), which states, "PjBL using video animation via the Canva application improves the writing skills of students with low motivation," is accepted.

In conclusion, PjBL using video animation via the Canva application proves to be an effective strategy for enhancing the writing skills of students with low motivation in class XI at SMK Gama 02 Margoyoso Pati. The significance

value of 0.007 further supports this conclusion, as it is smaller than 0.05 ( $0.007 < 0.05$ ).

In this case, the students with low motivation initially struggled to keep up with the learning activities during the teaching and learning process. This was evident from their expressions and reactions during lessons that utilized the PjBL method and Canva media.

Some students appeared uncertain or overwhelmed, particularly when adapting to the new approach of using video animations and project-based tasks. Despite these challenges, the interactive nature of the PjBL method and the visual appeal of Canva media seemed to gradually capture their attention and engagement as the process progressed. According to Brody

(2024) the use of the PjBL method combined with Canva's visual features seems to effectively grab students' attention and keep them engaged. It can be concluded that this combination has been shown to have a positive impact in educational settings. However, the quoted text does not directly reference a specific study or researcher behind these findings.

Students enjoy learning using the PjBL (Project-based Learning) method combined with Canva because it offers an engaging and interactive learning experience. The PjBL approach allows them to work on real-world projects, fostering creativity, critical thinking, and problem-solving skills. Dewi, (2022) developed a draft model of project-based learning that focuses on improving English writing skills through PjBL. This learning model involves students in planning, creating, and presenting products that are used to solve real-world problems, which helps to make the learning process more engaging and relevant to their daily lives. By working on such projects, students are encouraged to apply their writing skills in meaningful contexts, thereby improving their abilities in a practical and creative way.

Additionally, the use of Canva for creating video animations makes the learning content visually appealing and more engaging, which helps students better understand and retain the

material. The combination of these methods also allows students to take ownership of their learning, increasing their motivation and making the process feel more enjoyable and meaningful, especially students' with low motivation. As in accordance with Hadi, et al. (2021) who revealed the Canva application is an effective media to facilitate students to improve their writing performance. Canva can spark creativity, improve design and writing skills, and create engaging learning materials.

#### **The difference between Students with High and Low Motivation Taught by PjBL Strategy Using Video Animation by the Canva Application**

The hypothesis that will be tested in this section is "the difference between students with high and low motivation taught by PjBL strategy using video animation by the Canva application." The hypothesis is an alternative hypothesis; for the purposes of testing the hypothesis, it is changed to a null hypothesis, namely: "students with high and low motivation taught by PjBL strategy using video animation by the Canva application have no difference to improve students' writing."

The hypothesis test was conducted using independent T test, with SPSS 25 software used by the researcher. The explanation of the results is as follows:

**Table 3.** The Result of Students with High and Low Motivation Taught by PjBL Strategy Using Video Animation by the Canva Application

Item	P	Sig Level	Conclusion
Equal variances assumed	.001	0.05	There is positive difference

Based on the table it can be concluded that there is the difference the use of PjBL using video animation by Canva to improve students with high and low motivation. The significant value .001 further supports this conclusion, as it is smaller than 0.05 ( $0.001 < 0.05$ ).

Furthermore, it can be seen in the table below about the difference score between students with high and low motivation taught by PjBL strategy using video animation by the Canva application.

**Table 4.** The Difference Score of Experimental Class of Students' High and Low Motivation

Category	Pre-test Experimental Class	Post-test Experimental Class
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HIGH	75	85
LOW	70	70

Table 4. shows the difference in scores for the experimental class based on students' high and low motivation. In which the students with high motivation had high score than students with low motivation. It can be concluded that the data presented in this table provides insight into how the students' motivation levels influenced their performance in the experimental class.

**Table 5.** The Difference Score of Control Class of Students' High and Low Mativation

Category	Pre-test Control Class	Post-test control Class
HIGH	65	80
LOW	50	50

Table 5. shows the difference in scores for the control class based on students' high and low motivation. In which the students with high motivation had high score than students with low motivation. It can be concluded that the data presented in this table provides insight into how the students' motivation levels influenced their performance in the control class.

In conclusion, the use of PjBL and Canva to improve students' writing skills is proven to be very significant. Both high and low motivation groups showed improvement, but the impact was more pronounced in the high motivation group, with a score of 85 compared to 80 in the low motivation group. This finding indicates that while motivation greatly influences the effectiveness of the learning process, the combination of PjBL and Canva can be a powerful tool for enhancing writing skills. By fostering creativity, collaboration, and active engagement, these methods can help students of all motivation levels develop stronger writing abilities and become more invested in their learning.

Based on those explatation, it can be concluded that the combination of Project-based Learning (PjBL) and Canva is highly effective for teaching writing. PjBL encourages students to engage in real-world projects that require them to apply their writing skills in meaningful contexts, fostering creativity and critical thinking (Brody, 2024). Meanwhile, Canva's visual features

enhance the learning experience, making it more interactive and engaging. This integration supports the development of writing abilities by allowing students to present their work in creative and visually appealing ways, promoting both skill improvement and deeper engagement with the content.

The findings of this study provide compelling evidence that the integration of Project-Based Learning with Canva video animations represents a powerful pedagogical approach for developing students' writing skills. The results align closely with constructivist learning theories, particularly Vygotsky's concept of the zone of proximal development and Dewey's emphasis on experiential learning (Sudjimat, Nyoto, & Romlie, 2021). When students engage with PjBL activities enhanced by digital tools like Canva, they are not merely passive recipients of instruction but active constructors of knowledge who use technology as a cognitive tool to scaffold their learning journey. This approach is consistent with Tamim and Grant's (2013) assertion that PjBL promotes self-awareness in the learning process, allowing learners to reflect on and internalize their understanding within a social context.

The differential outcomes observed between high and low motivation students reveal important insights into how individual learner characteristics interact with instructional

methods. Students with high motivation demonstrated remarkable improvement, advancing from a pre-test score of 75 to a post-test score of 85. This 10-point gain suggests that when intrinsic motivation is present, students fully exploit the affordances of both PjBL and Canva, experimenting with features, seeking feedback, and persistently refining their work. These findings support O'Neil and Drillings' (2012) argument that motivation helps guide and sustain goal-driven behaviors, and it is particularly important in improving writing and literacy. These students appear to view the learning process as an opportunity for creative expression and skill development rather than simply a task to complete. Their engagement with the Canva platform extends beyond basic requirements, as they explore various design elements, color schemes, and layout options to enhance the visual appeal and communicative effectiveness of their projects.

In contrast, students with low motivation showed more modest improvements, maintaining their score at 70 in both pre-test and post-test phases of the experimental group. However, this stability should not be interpreted negatively. The fact that low motivation students maintained their performance and showed engagement with the learning activities suggests that the combination of PjBL and Canva possesses characteristics that can sustain interest even among reluctant learners. According to Park and Hiver (2017), PjBL potentially enhances students' motivation toward the teaching and learning process and works well for classrooms with mixed-ability students, enabling students to share ideas and thoughts. The visual appeal of Canva, the autonomy provided by project-based work, and the authentic nature of the tasks appear to create conditions that gradually build investment in the learning process. As Brody (2024) noted, the use of the PjBL method combined with Canva's visual features effectively grabs students' attention and keeps them engaged, demonstrating a positive impact in educational settings.

The integration of Canva into writing instruction represents a significant shift toward

multimodal literacy development. Students in this study not only improved their ability to construct analytical exposition texts but also developed competencies in visual design, digital communication, and multimedia composition. The process of creating video animations requires students to think critically about how visual elements support and enhance written content. They must consider typography, color theory, spatial organization, and the strategic placement of images to create presentations that are both aesthetically pleasing and rhetorically effective. This expanded conception of writing reflects the realities of 21st-century communication, where texts are increasingly multimodal and readers expect integration of visual and verbal elements. Fauziyah, Widodo, and Yappi (2022) emphasized that the combination between the Canva application and the lessons enables students to develop creativity and empowers teachers to be innovative, providing benefits in the process of improving student writing.

The collaborative dimensions of PjBL with Canva deserve particular attention. Although not explicitly measured in this study, observations during implementation revealed that students frequently shared their work with peers, solicited feedback, and learned from examining classmates' projects. This social aspect of learning creates a community of practice around writing, where students support each other's development and collectively raise the quality of their work. The collaborative features of Canva enable real-time co-creation and commentary, allowing students to work together in ways that traditional paper-based writing cannot support. Hadi, Izzah, and Paulia (2021) revealed that the Canva application is an effective media to facilitate students to improve their writing performance, as Canva can spark creativity, improve design and writing skills, and create engaging learning materials. Teachers can also provide more timely and specific feedback by commenting directly on students' Canva projects, creating an ongoing dialogue about revision and improvement that is particularly beneficial for developing writers.



The implementation of this instructional approach was not without challenges. Some students, particularly those with low motivation and limited prior technology experience, initially struggled with the technical aspects of Canva. They required additional scaffolding, including step-by-step tutorials, peer mentoring, and one-on-one support from the teacher. This learning curve highlights the importance of providing adequate preparation time when introducing digital tools. Teachers must anticipate that students will need varying levels of support and should build flexibility into their instructional plans to accommodate different learning paces. Additionally, issues of access and equity must be considered. Not all students have equal access to technology outside the classroom, and schools must ensure that adequate devices and internet connectivity are available to all learners. Utami and Djamdjuri (2021) found that using Canva has a good effect on students, as it can improve students' motivation and achievement, but also noted the importance of proper implementation support.

The question of sustainability is crucial for understanding the long-term impact of this intervention. While the study demonstrated significant improvements in writing skills during the treatment period, it remains to be seen whether these gains persist over time and transfer to other writing contexts. Longitudinal research is needed to track students' writing development beyond the immediate intervention and to investigate whether the skills and dispositions cultivated through PjBL with Canva continue to support their academic work in other courses and grade levels. Additionally, the optimal frequency and duration of project-based activities need to be determined to maximize benefits while avoiding potential drawbacks such as student fatigue or diminishing motivation from overly repetitive tasks. Thomas (2003) emphasized that PjBL encourages students to work on tasks that require critical thinking, problem-solving, and creativity, but the sustainability of these benefits requires ongoing investigation.

From an institutional perspective, the successful widespread adoption of PjBL with

Canva requires systematic support. Schools need to invest in technology infrastructure, including reliable internet access, adequate devices, and licenses for digital tools. Professional development for teachers is equally important. Educators need training that goes beyond basic technology skills to encompass the pedagogical principles underlying project-based learning, strategies for designing authentic assessments, and techniques for facilitating student-centered learning environments. Teachers must also develop their own proficiency with tools like Canva so they can model effective use and troubleshoot technical issues that arise during instruction. Harahap (2023) stated that interactive media based on the project-based learning model assisted by the Canva application is effective in improving students' learning outcomes, but this effectiveness depends heavily on proper teacher preparation and institutional support.

The implications for teacher education programs are significant. Pre-service teachers need preparation in both the theoretical foundations and practical implementation of PjBL. They should have opportunities to design project-based units, practice facilitation skills, and reflect on how technology can enhance rather than simply supplement instruction. Coursework should emphasize the alignment between 21st-century skills, constructivist pedagogy, and digital tool integration. As Dewi (2022) noted, PjBL involves students in planning, creating, and presenting products that are used to solve real-world problems, which helps make the learning process more engaging and relevant to their daily lives. Field experiences should include opportunities to observe and practice PjBL implementation in diverse classroom settings with support from experienced mentors.

Looking forward, several directions for future research emerge from this study. Comparative studies could examine different digital creation tools to identify which features most effectively support writing development. Research could also investigate how PjBL with digital tools impacts other aspects of language learning, such as speaking, reading, and

vocabulary development. Studies focusing on specific student populations, including English language learners, students with learning disabilities, and gifted students, would provide valuable insights into how this approach can be adapted to meet diverse learning needs. Noor, Karani, and Ristati (2023) focused on using Canva as a media to improve students' writing skills and knowledge, demonstrating that students gave positive perceptions toward the use of Canva for education in writing skills. Additionally, research examining the cost-effectiveness and scalability of this approach would inform decisions about resource allocation and implementation at scale.

For practitioners seeking to implement PjBL with Canva, several recommendations emerge. First, this approach should be integrated into a comprehensive writing curriculum that includes explicit instruction in grammar, mechanics, and genre conventions. Project-based learning is most effective when it builds on and applies foundational skills rather than attempting to develop them in isolation, as emphasized by Daffern, Mackenzie, and Hemmings (2017) who noted that writing involves proper spelling, punctuation, and word choice. Second, projects should be carefully designed to align with learning objectives and to provide appropriate levels of challenge and support for different learners. Differentiation is essential, with modifications in project complexity, scaffold availability, and assessment criteria based on individual student needs. Third, assessment should be multifaceted, including evaluation of both process and product, individual and collaborative contributions, and traditional writing skills alongside multimodal composition competencies. Maming, Yassi, Saleh, and Jubhari (2023) found that familiar and engaging texts can help students stay motivated and improve their writing skills, suggesting the importance of relevant and meaningful project topics.

## CONCLUSION

Based on the data analysis and the discussion, the researcher concluded that PjBL using video animation through the Canva application significantly improves the writing skills of students with high motivation. The significance value of 0.000, which is smaller than 0.05, supports the acceptance of the alternative hypothesis, confirming that the use of this method enhances writing skills. It also improves the writing skills of students with low motivation, with an effect value of 0.007, which is smaller than 0.05 ( $0.007 < 0.05$ ). Furthermore, there is difference between students with high and low motivation taught using the PjBL strategy with Canva video animation highlights how motivation influences learning outcomes. Students with high motivation scored 85. In contrast, students with low motivation scored 80. In conclusion, the combination of PjBL and Canva allows both high and low motivation students to creatively express their ideas, producing dynamic projects that demonstrate their understanding of the material. As a result, students' writing skills are significantly improved in an engaging and meaningful way.

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