

## Enhancing students' writing paragraphs through Canva Magic AI

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### ABSTRACT

*This research aimed to investigate the influence of Canva Magic AI on improving students' writing quality and to gauge their perceptions of using the tool. The study utilized a quantitative, pre-experimental One-Group Pretest-Posttest Design. Eight English literature students were selected using convenience sampling from an Intermediate English Grammar and Paragraph Writing class at STBA Persada Bunda during the 2023-2024 academic year. Data were collected via a writing test and a questionnaire. The findings revealed a significant improvement in students' writing quality after using Canva Magic AI, with a  $p$ -value of 0.012 from the Wilcoxon signed-rank test. Notable enhancements were observed across various writing components, including better organization, with more students receiving "Excellent to Good" ratings and the complete elimination of the "Not College Level Work" category. Logical development of ideas component showed significant improvement, with more students achieving higher ratings and lower ratings decreasing to zero. Grammar quality also improved markedly, with increases in higher ratings and decreases in lower ones. Progress was observed in punctuation, spelling, mechanics, and the style and quality of expression, with significant boosts in higher ratings and reductions in lower performance levels. Furthermore, students' perceptions of Canva Magic AI were highly positive, with mean ratings consistently above 4.0 on a 5-point scale. They acknowledged the tool's effectiveness in improving their writing skills and content creation, although some reported variability in experiences with errors, indicating a need for further refinement. The research underscores the effectiveness of Canva Magic AI as a supplementary educational tool, demonstrating its potential to enhance writing skills and overall quality. The implications for educational practices suggest integrating AI tools like Canva Magic AI into curricula to support and improve students' writing proficiency, fostering a more engaging and efficient learning environment.*

**Keywords:** *Writing Paragraphs, Canva Magic AI, English Literature, Perception*

**Article History:** Received 07 Aug 2024, Final draft 09 Aug 2024, Published 10 Aug 2024

### Introduction

Writing a well-structured paragraph is essential for clear and effective communication. The researchers have pinpointed the key elements required for creating effective paragraphs to assess their quality. In academic writing, a paragraph is a group of sentences that explains the writer's main idea about a single topic. It is usually between five and ten sentences long, but it can vary in length depending on the topic. The first sentence of a paragraph is usually indented (moved in) a few spaces (Zemach & Rumisek, 2006). A paragraph has three parts: 1. Topic sentence (explaining about what the paragraph is going to discuss and as a guideline to both writer and reader which the writer can see what information to include, and the reader can see what the

paragraph is going to be about. A topic sentence contains at least one subject and one verb, and has two parts such as topic (limit the topic to one specific area) and controlling idea (announces the specific area to be discussed); 2. supporting sentences (developing the topic sentence by giving more information including examples, facts and statistics, and quotations. In writing supporting sentences, it would be better to distinguish between facts and opinion. When expressing an opinion as support, the writer must support it with facts.; 3. concluding sentences (ending the paragraph where serves two purposes: it signals the end of the paragraph, and reminds the reader of the important ideas. Concluding sentences can be constructed by summarizing the main points of

the paragraph or by repeating the topic sentence in different words (paraphrasing). The writer needs to remember that never introduce a new idea in the concluding sentence. It is better to use signal words or phrases to end the paragraph such as *in brief, in short, in conclusion, to sum up, therefore, we can see that..., the evidence suggests that..., etc* (Oshima & Hogue, 2014).

Those parts play an important role in writing paragraphs to make sure the paragraphs are well organized, and the ideas are expressed clearly. Mastering the art of paragraph writing not only enhances one's ability to convey thoughts coherently but also ensures that the reader remains engaged and comprehends the message being delivered. Furthermore, three key features of a well-written paragraph have to be considered as proposed by (Folse et al., 2019): 1) a paragraph has a topic sentence that states the main idea and is indented; 2) All the sentences are about one topic to maintain the coherence or logical flow of paragraph; and 3) The last sentence, or concluding sentence, brings the paragraph to a logical conclusion whether by offering suggestion, opinion, or prediction based on their purpose. They also pointed out the elements of great writing: they are the purpose (the goal the writer is trying to achieve), audience (the readers the writer is trying to reach by identifying their background knowledge and the register used), clarity (the points delivered by using specific, concise and direct language), unity (each sentence fits clearly within the paragraph), and coherence (the ideas are well organized and flow smoothly and logically from one to the next). Thus, considering these elements will help the writers improve the quality of their writing.

Artificial Intelligence (AI) has emerged as a transformative tool in the field of education, particularly in learning and teaching English. AI-driven technologies are revolutionizing the way students approach writing in English by providing personalized, efficient, and interactive learning experiences. One of the primary benefits of AI as writing assistants on the academic writing is tools significantly enhance efficiency by providing instant feedback and reducing time spent on proofreading and editing (Ahmed et al., 2024) Numerous AI writing assistants, such as ChatGPT, Gencraft, Grammarly, Quillbot,

Paperpal, Copy.ai, and Essay Writer, help improve writing quality by gathering ideas, avoiding plagiarism through paraphrasing, organizing texts, providing instant grammatical corrections, and maintaining coherence and cohesion, thereby enhancing the overall quality of writing (Fitri Wulandari et al., 2024; Marzuki et al., 2023; Pratama & Hastuti, 2024). (Al-Raimi et al., 2024) also emphasized the beneficial effect of AI-driven writing assistants on faculty efficiency, offering immediate feedback and significantly cutting down the time and effort needed for proofreading and editing. Additionally, (Arono, 2019; Rad et al., 2023) discovered the potential of artificial intelligence, specifically Wordtune application, in enhancing students' writing feedback literacy, engagement, and outcomes. This underscores the importance of incorporating AI tools in educational settings to support students in developing crucial writing competencies. There are numerous AI tools available to enhance the teaching and learning of writing, and one such tool is Canva Magic AI.

Canva Magic AI is a suite of AI-powered tools integrated into Canva, designed to enhance content creation. It includes features like Magic Write for text generation, helping users draft outlines, paragraphs, and social media posts quickly. Canva Magic Write is an AI-powered text generation tool within Canva designed to help users easily create written content. It can draft outlines, paragraphs, social media posts, and more. The tool has ready-made templates that make it easier to create content. It also works well with Canva's design features, making it simple to add visuals and graphics. Magic Write is available to Canva users, providing a limited number of free uses and expanded access for Pro subscribers ([www.canva.com/magic-write/](https://www.canva.com/magic-write/)).

Canva, a graphic design platform, has been increasingly utilized in educational settings to enhance students' learning experiences, specifically in improving English writing skills. Some of the previous studies explored the effectiveness of Canva in language learning which showed a significant impact on enhancing students' writing abilities ( Fauziyah et al., 2022; Faqih et al., 2023; Friska et al., 2023; Nyoman, 2023; Pratiwi et al., 2024) while other studies also found that the positive responses from the students' perception of using Canva to support their writing (Candra et al., 2022;

Pedroso et al., 2023; Y. Utami & Djamdjuri, 2021). In addition, some studies tried to integrate Canva in teaching methods such as Collaborative Canva Storyboard, CLT methods, and Canva-aided project-based learning which also showed improvement in students' writing as well as their communication, collaboration, creativity, and critical thinking skills (Royani et al., 2024; Yundayani et al., 2019; Yuniawati & Priyana, 2024). Existing research on the use of Canva in education predominantly focuses on its general effectiveness, student perceptions, and integration into teaching methods. However, there is a notable gap in exploring how Canva specifically impacts individual writing components such as content, organization, grammar, vocabulary, mechanics, style, and quality of expression in a detailed understanding of student writing, especially by using AI.

Concerning this research, several problems have been identified among 2nd-semester students of STBA Persada Bunda. These students frequently face numerous challenges when composing paragraphs following the previous studies. One common issue is the struggle to develop clear and concise topic sentences that effectively introduce the main idea (Ly et al., 2021; Nenotek et al., 2022). Additionally, students may find it difficult to maintain coherence and logical flow throughout the paragraph (Faradhibah & Nur, 2017), leading to disjointed or confusing narratives. Another significant problem is the proper integration of evidence and examples to support their claims (Hasnawati et al., 2023), which can result in underdeveloped arguments or overly general statements. Moreover, the pressure to adhere to academic writing standards, such as proper grammar, punctuation, and formatting, can further complicate the writing process (Handayani & Johan, 2018; S. Utami, 2018). These difficulties can be compounded by time constraints and the competing demands of coursework, leading to increased anxiety and diminished confidence in their writing abilities.

Therefore, Canva Magic AI emerges as a promising alternative for students aiming to enhance their writing skills and create compelling paragraphs. Its user-friendly interface, together with advanced AI-driven capabilities, provides a supportive environment for students to experiment, learn,

and refine their writing. By offering instant feedback, grammar suggestions, and creative prompts, Canva Magic AI not only aids in the technical aspects of writing but also fosters creativity and critical thinking. One of the features provided in Canva Magic AI to support writing is Magic Write. Canva's Magic Write is a cutting-edge AI tool created to enhance the writing process. Embedded within Canva Docs, Magic Write utilizes sophisticated natural language processing to help users produce high-quality written content efficiently (Canva, n.d.). Magic Write has an easy-to-use interface for users to input prompts. The AI generates clear and relevant content, helping to overcome writer's block, ensuring grammar accuracy, and maintaining logical flow. It provides instant feedback and suggestions, supporting continuous improvement in writing skills. It is especially beneficial for students, educators, and professionals needing to draft essays, reports, or other written communications.

For this research, several steps have been followed to use Canva Magic Write in the paragraph writing class as summarized and adapted from (Canva, n.d.), they are:

1. Access Canva Docs: Log in to the student's Canva account via Gmail or sign up for free. Navigate to Canva Docs to find the Magic Write feature.
2. Open Magic Write: Locate the Magic Write option in Canva Docs, usually found in the toolbar or text editing menu.
3. Enter the Prompt: Input a clear, specific prompt related to the class objective. For example, to write about the causes and effects of health issues, the student might enter, "Explain the causes and effects of staying up late."
4. Generate and Edit Text: Canva Magic Write will generate content based on the prompt. Review and edit the text for accuracy and to meet the needs.
5. Incorporate into the Work: After editing, integrate the text into the document such as an assignment. The students can revise the text as needed.

To address the gap in understanding how Canva Magic AI influences specific aspects of student writing, this research explored two primary purposes: 1) the influence of Canva Magic AI enhances the quality of students' writing paragraphs, and 2) the students'

perceptions of using Canva Magic AI to improve their writing paragraphs.

**Method**

The research employed a quantitative approach with a pre-experimental research design, employing a One-Group Pretest-Posttest Design. This design focuses on studying one group, using both pretest and posttest measures, and applying a treatment (Creswell & Creswell, 2023). Convenience sampling was used to select eight English literature students from an Intermediate English Grammar and Paragraph Writing class at STBA Persada Bunda for the 2023-2024 academic year. This sampling technique was chosen due to the researchers' easy access to these students (Tavakoli, 2012). The instruments used were a writing test and a questionnaire. The writing test used was paragraph construction by giving prompts to the students on a given topic. In the pre-test, students composed a descriptive paragraph while a comparison and contrast paragraph for the posttest. Content validity applied to writing tests aligns with prior classroom lessons and unit objectives (Brown & Abeywickrama, 2019). The objective of the test was to measure students' writing performance using a holistic scoring rubric that focused on five categories as proposed by (Brown & Abeywickrama, 2019) namely (1) organization, (2) logical development of ideas, (3) grammar, (4) punctuation, spelling and mechanics, and (5) style and quality of expression with meet intermediate level students. The data in this research first showed the result of the Wilcoxon matched-pairs signed-ranks test using SPSS

**Results and Discussion**

This research was primarily focused on two problems investigating the influence of Canva Magic AI enhances the quality of students' writing paragraphs and the students' perceptions of using Canva Magic AI to improve their writing paragraphs. Related to this research, the researchers first explained the students' pre-test and posttest results in tables. Next, the results of both scores using the Wilcoxon matched-pairs signed-ranks test in SPSS version 20 were discussed to find the differences in students' pre-test and posttest scores after using Canva Magic AI to improve

Version 20 was used to compare students' pre-test and post-test scores after using Canva Magic AI. This test determines if there is a significant difference between two sets of scores from the same individuals at different times, even with small samples and non-normal distributions. (Tavakoli, 2012). This test was used to answer the hypothesis (H0: there is no significant difference in student's writing quality before and after using Canva Magic AI, and H1: there is a significant difference in students' writing quality before and after using Canva Magic AI).

Next, the questionnaire was administered to investigate the students' perceptions of using Canva Magic AI to enhance their writing paragraphs, using a 1 – 5 Likert scale ranging from strongly disagree (1) to strongly agree (5). The questionnaire statements were adapted from (Al-Raimi et al., 2024) specifically designed to meet the research's purpose. The questionnaire was distributed through Google Forms, and the responses were analyzed using SPSS Version 20. The responses showed the statements had a high reliability with 0.926 as depicted in Table 1.

**Table 1. The questionnaire's reliability**

Cronbach's Alpha	No. of Items
.926	9

their writing. Last, the students' responses to the questionnaire were described in a table.

***The Influence of Canva Magic AI on Students' Writing***

Before giving the treatment, the students were asked to write a descriptive paragraph on a given topic (hobby and lifestyle). The paragraph was used as a pre-test to assess their writing quality with the scoring rubric suggested by (Brown & Abeywickrama, 2019). The students wrote the paragraphs based on the background knowledge that they had after getting the explanation about the parts of

a paragraph. The results of students' pre-test scores can be seen in Table 2.

The data shows that grammar is the main problem faced by students in writing paragraphs with an average score of 11.88

**Table 2. The Pretest Score of Students' Paragraph Writing**

No	Category	Scoring Rubric				
		Organization	Logical Development of Ideas	Grammar	Punctuation, Spelling and Mechanics	Style and Quality of Expression
1.	20-18 Excellent to Good	0	2 students 25%	0	1 student 12.5%	0
2.	17-15 Good to Adequate	6 students 75%	1 student 12.5%	2 students 25%	4 students 50%	5 students 62.5%
3.	14-12 Adequate to Fair	1 student 12.5%	4 students 50%	5 students 62.5%	2 students 25%	2 students 25%
4.	11-6 Unacceptable	0	0	0	0	0
5.	5-1 Not College level Work	1 student 12.5%	1 student 12.5%	1 student 12.5%	1 student 12.5%	1 student 12.5%
	Mean	13.75	12.88	11.88	13.75	13.5
	Category	Adequate to Fair	Adequate to Fair	Unacceptable	Adequate to Fair	Adequate to Fair

which is given as "Unacceptable" and then followed by Logical Development of Ideas component with 12.88, Style and Quality of Expression component with 13.5, Organization, Punctuation, Spelling and Mechanics, component which have the same mean of 13.75. Grammatical problems faced by the students in writing are run-on sentences, sentence fragments, lack of subject-verb agreement, incorrect tense, and inconsistency in pronouns. An example of a grammatical problem is "The stomach ulcer she was suffering from also recurred which makes she lose his appetite (Datum 6)" This sentence contained inconsistency in pronoun which the subject was "she" and must be followed by "her" as the pronoun, and incorrect tense which using the past tense at the beginning and suddenly changing it into the present tense. Another example of a grammatical problem is related to lack of agreement in number "A lot of teenager now spend a lot of time with gadgets, starting from playing games and also watching, but one of the things many teenager are interested in watching is drama (datum 8)." This sentence shows the missing of pluralization ending -s after quantifiers many and a lot of.

Related to the Logical Development of the Ideas component, some paragraphs are found off the topic, lacked transition signals,

and are not divided exactly right. For instance, the concluding sentence do not bring the paragraph with a logical conclusion and that is unrelated to the topic sentence. The topic sentence: "Badminton is a sport which requires agility and speed" and the concluding sentence: "And if you make badminton a hobby, of course we will get many benefits from playing badminton (Datum 10)." From this data, the writer wants to explore more about agility and speed in playing badminton, however, the concluding sentence does not mention the idea of agility and speed as the controlling idea in the topic sentence. Thus, this component is categorized as "Adequate to Fair."

In addition, Organization, Mechanics, Style, and Quality of Expression components are also categorized as "Adequate to Fair" with common problems found in some paragraphs being lack of evidence, punctuation and spelling errors, and lack of clarity or conciseness. For instance, "In conclusion, reading and writing would not dissappear (Datum 4)." This sentence contained some spelling errors such as "conclusion" instead of conclusion and "dissappear" instead of disappear. The idea expressed is also unclear about how writing and reading can disappear. Furthermore, this research shows that half of the students' paragraphs are missing the

evidence to support their ideas whether in form of examples, facts and statistics, and quotations. Therefore, the pre-test results revealed that the students are still experiencing difficulties in constructing well-written paragraphs, with their writing quality mostly ranging from adequate to fair.

After conducting the pre-test, the researchers provided a tutorial on Canva Magic Write, one of the features of Canva Magic AI for the treatment. The students were then asked to

practice using Magic Write features in writing paragraphs and discussed their results in several meetings. At the end of the course, a posttest was administered to measure the influence of Canva Magic AI in enhancing paragraph writing quality by writing a comparison and contrast paragraph with a given topic (Artificial Intelligence in Education). The result of the post-test can be seen in Table 2.

**Table 3. The Posttest Score of Students' Paragraph Writing by Using Canva Magic AI**

No	Category	Scoring Rubric				
		Organization	Logical Development of Ideas	Grammar	Punctuation, Spelling and Mechanics	Style and Quality of Expression
1.	20-18 Excellent to Good	3 students 37.5%	7 students 87.5%	0	2 students 25%	4 students 50%
2.	17-15 Good to Adequate	5 students 62.5%	1 student 12.5%	7 students 87.5%	6 students 75%	3 students 37.5%
3.	14-12 Adequate to Fair	0	0	1 student 12.5%	0	1 student 12.5%
4.	11-6 Unacceptable	0	0	0	0	0
5.	5-1 Not College level Work	0	0	0	0	0
Mean		17.63	18.50	16.50	17.63	17.75
Category		Good to Adequate	Excellent to Good	Good to Adequate	Good to Adequate	Good to Adequate

Table 3 shows the mean score from the posttest is higher than the pre-test with the Logical Development of Ideas components having the highest score 18.50 categorized as "Excellent to Good." It is followed by Style and Quality of Expression with 17.75, Organization and Punctuation, Spelling and Mechanics component with 17.63, and the last is Grammar component with 16.50 which the four components were categorized as "Good to Adequate." The Grammar component has the lowest mean score due to the majority of students' paragraphs already demonstrating advanced proficiency in English Grammar, with only minor grammar issues that do not impact communication and an absence of run-on or fragment sentences. It happened because the AI in Magic Write instantly fixed some grammatical issues in the paragraphs. The students cannot achieve the excellent category because the grammar standard is native-like

fluency with no errors. Next, the organization of students' paragraphs in the posttest is already good which had an adequate topic sentence lead to the body even though some evidence and the transitional expression are still absent. For instance, "Additionally, online learning often incorporates multimedia tools such as videos, interactive quizzes, and forums, which can enhance engagement and cater to various learning styles (Datum 3)" This statement needs evidence to support how online learning can enhance engagement. However, the student does not add the facts in the paragraph.

For Punctuation, Spelling, and Mechanics components, it is still found some problems related to punctuation, such as "On the other hand, human intelligence has the ability to comprehend and evaluate situations and emotions but is often limited in the speed and accuracy of complex tasks (Datum 4)." This

sentence missed the punctuation before the conjunction but, and it will help to maintain the clarity of the sentence by adding a subject after the conjunction but. The Style and Quality of Expression component in students' writing is good, with 50% already employing precise vocabulary, parallel structure, conciseness, and a good register. The minor problem found in this component is some sentences were too wordy and fairly concise, for instance, "Students can access lessons and resources from anywhere in the world, at any time, which is particularly beneficial for those with busy schedules or those residing in remote areas." This sentence is clear and informative, but it can be made more concise while retaining the key points: "Students can access lessons and resources anytime, anywhere, benefiting those with busy schedules or living in remote areas."

The last component with the highest mean score is the Logical Development of Ideas component with 18.50 categorized as "Excellent to Good". 87.5% of students have maintained the ideas are concrete and thoroughly developed with no extraneous material and reflect the writers' thoughts in their paragraphs. Thus, the result of students' posttest scores concluded that the quality of students' paragraphs is good and meets the standard of academic writing by fulfilling the assigned register. Furthermore, to identify the differences of students' pre-test and posttest scores, the Wilcoxon matched-pairs signed-ranks test was used and the results can be seen as below.

**Table 4. The result of Wilcoxon Signed Ranks Test**

Test Statistics <sup>a</sup>	
	Posttest Scores - Pre-Test Scores
Z	-2.524 <sup>b</sup>
Asymp. Sig. (2-tailed)	.012
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The data indicates a Z-value of 2.524 for the Wilcoxon Signed Ranks Test, with an Asymp. Sig. (2-tailed) of 0.012. Since the p-value is below the 0.05 significance level, the findings reject the null hypothesis ( $H_0$ ) that there is no significant difference in students' writing quality before and after using Canva Magic AI. This result concludes that Canva Magic AI significantly improves students' writing quality. The findings align with previous studies, demonstrating a positive impact of using AI writing tools to enhance students' writing quality in content and organization (Marzuki et al., 2023). (Losi et al., 2024) also reviewed that using AI and technology helps students write better in English by providing automated feedback, corrections, and recommendations for improvement. Besides, another research revealed that integrating AI writing tools into EFL university education emphasizes benefits such as enhanced writing

quality, time efficiency, and bolstered academic integrity and has a positive impact on writing quality (Selim, 2024). Nevertheless, some limitations also occurred while using AI as a writing tool for students such as AI only effectively identifies surface-level errors but falls short in detecting deep structure and pragmatic writing errors, highlighting the irreplaceable expertise of human instructors for more complex aspects of writing (Algaraady & Mahyoob, 2023). This is also found in the student's writing after using Canva Magic AI, some ideas are unclear and need further explanation to maintain clarity. Thus, using AI as learning media also requires guidance from lecturers or instructors to produce higher-quality writing and ensure that the intended message is effectively conveyed.

*The Students' Perceptions of Using Canva Magic AI to Improve Paragraphs Writing*

The questionnaire was administered to the students in order to know their perceptions of using Canva Magic AI to improve their writing performances focusing on several key areas: overall writing skills, quality and efficiency of writing, content writing skills, enthusiasm for writing, organization skills, word selection, idea organization, understanding of transition words, and user experience. This analysis aims

to summarize the students' perceptions based on their responses, with each statement evaluated for its mean score and standard deviation. The responses have been analyzed, and the results are tabulated in the following table.

**Table 5. The Means and Standard Deviations of Students' Perceptions in using Canva Magic AI**

No	The Questionnaire Statements	Mean	SD
1.	Using Canva Magic AI (Magic Write) tools helps me improve my writing skills	4.25	0.707
2.	Canva Magic AI writing tools develop the quality and efficiency of my writing	4.25	0.707
3.	Using Canva Magic AI writing tools improves my content writing skills	4.38	0.518
4.	Using Canva Magic AI writing tools enhances my enthusiasm for writing	4.25	0.707
5.	Using Canva Magic AI writing tools foster writing organization skills	4.25	0.707
6.	Canva Magic AI writing tools offer me the ability to use different options for word selection	4.25	0.463
7.	Canva Magic AI writing tools help me organize my ideas	4.13	0.835
8.	Canva Magic AI writing tools help me understand the use of transition words	4.38	0.744
9.	There were no errors while using Canva Magic AI	3.88	1.356
	Mean	4.22	0.749

The analysis of the questionnaire data reveals students' positive perceptions of using Canva Magic AI to improve their paragraph writing skills. The mean ratings for all statements ranged from 3.88 to 4.38, indicating a consensus of agreement among the respondents. The overall mean score was 4.22 with a standard deviation of 0.749, suggesting a high level of satisfaction and consistent responses. Students strongly agreed that Canva Magic AI tools helped them improve their writing skills, with a mean score of 4.25 and a standard deviation of 0.707. This indicates a uniform perception of the tool's effectiveness in enhancing writing abilities. Similarly, the same mean score and standard deviation were observed for the statement regarding the development of writing quality and efficiency, reinforcing the belief that Canva Magic AI tools contribute significantly to improving the overall writing process.

Furthermore, the improvement in content writing skills received the highest mean

score of 4.38 and a lower standard deviation of 0.518, reflecting a strong and consistent agreement among students. This suggests that Canva Magic AI is particularly effective in enhancing students' abilities to produce quality content. The tool's impact on writing enthusiasm was also highly rated, with a mean score of 4.25 and a standard deviation of 0.707. This indicates that students found Canva Magic AI tools motivational and engaging. Similarly, fostering writing organization skills was rated positively, with the same mean and standard deviation, indicating that students found the tools helpful in structuring their writing.

Regarding word selection, the mean score was 4.25 with a standard deviation of 0.463, showing a strong and consistent agreement that Canva Magic AI offers diverse options for word choice. The organization of ideas was rated slightly lower with a mean of 4.13 and a standard deviation of 0.835, suggesting that while the tool is helpful, there is slightly more variation in student perceptions.

Then, understanding of the use of transition words also received a high mean score of 4.38, though with a slightly higher standard deviation of 0.744, indicating that students generally agreed on the tool's usefulness in this area, albeit with some variations. The statement regarding the absence of errors while using Canva Magic AI had the lowest mean score of 3.88 and the highest standard deviation of 1.356, suggesting mixed experiences among students. While many found the tool error-free, others encountered issues, indicating a potential area for improvement. The error happened due to internet network problems when using Canva Magic AI, an inaccurate prompt that caused irrelevant intended results, minor mistakes in grammatical or sentence structure, and limited uses for free users with only 50 times. Overall, the data demonstrates a positive perception of using Canva Magic AI to improve various aspects of paragraph writing, with students consistently agreeing on its effectiveness, particularly in enhancing writing skills, quality, and content creation. However, the variability in experiences regarding errors highlights the need for further refinement of the tool.

The findings are in line with (Wijayanti, 2022) research which reveals that Canva is a

### Conclusion

The findings from this study underscore the significant influence of Canva Magic AI on enhancing the quality of students' paragraph writing. The pre-test and post-test comparisons demonstrate notable improvements across all assessed components such as organization, logical development, grammar, punctuation, and style. These enhancements suggest that Canva Magic AI is a powerful tool for elevating students' writing proficiency, transforming their abilities from lower to higher performance levels.

Moreover, students' perceptions of Canva Magic AI further validate its effectiveness. The high mean ratings across various statements reflect a strong agreement on the tool's benefits in improving writing skills, quality, and content creation. The positive feedback indicates that students find Canva Magic AI a valuable and effective resource for their writing endeavors. However,

highly useful tool for English language teaching, offering ease of use and easy access, making it effective in improving the teaching and learning process and simple to distribute. In this case, the students can easily access Canva Magic AI using their personal Gmail account and this user-friendly tool helps them easily use the platform. (Nurhidayanti et al., 2023) also claimed that Canva is a valuable, user-friendly resource for improving students' writing skills, easily accessible via smartphones and personal computers, and empowering learners to creatively use a variety of templates, making it a fascinating and functional tool for 21st-century writing enhancement. Another research, moreover, reported that using Canva in writing process give a positive impact for students' performance and engagement as well as enhance their motivation and interest in writing (Abdulla, 2024). It can be seen from the students agreed that using Canva Magic AI enhances their enthusiasm in writing. In conclusion, the research consistently demonstrates that Canva Magic AI is a highly useful and accessible tool that significantly enhances students' writing skills, motivation, and engagement in the writing process.

the variability in experiences regarding errors highlights an area for potential refinement, suggesting that while the tool is highly effective, there is room for improvement to ensure a consistently smooth user experience.

The significance of these findings extends to the field of educational technology and writing instruction. Integrating AI tools like Canva Magic AI can substantially enhance the teaching and learning process, providing students with advanced resources to develop their writing skills more efficiently. Educators can leverage these tools to supplement traditional teaching methods, offering a hybrid approach that combines technological innovation with human expertise. Future researchers can utilize Canva Magic AI for collaborative work to enhance students' motivation and foster critical thinking in teamwork.

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