PROCEEDINGS
International Conference on Education
Faculty of Tarbiyah | UIN Syekh Wasil Kediri
E-ISSN: 3025-6828

Volume 3, 2025

The Effectiveness of the Mind Mapping Model Through Canva Application for Students' Recount Text at SMKN 1 Kediri

Grace Ajar Legowo[1], Rika Riwayatningsih[2], Sulistyani[3]
[123]English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, Indonesia
Email: legowograceajar@gmail.com

Abstract
This study explores the effectiveness of integrating the Mind Mapping model through the Canva application in improving students' recount text writing skills at SMKN 1 Kediri. Writing recount texts plays a vital role in language learning, as it enables students to narrate personal experiences in a structured and chronological way. However, many vocational students struggle with limited vocabulary, poor text organization, and low confidence in writing. To address these issues, this research employed a quasi-experimental design using pre-test and post-test methods in two eleventh-grade classes. One class was taught recount writing using manual mind mapping, while the other applied Canva-based digital mind mapping. Students' works were assessed using the COVLM rubric (Content, Organization, Vocabulary, Language, and Mechanics), and the data were analyzed through t- tests and N-Gain. The findings indicate that although both groups improved, the Canva-based group showed significantly higher gains in organization, engagement, and writing quality. Students also demonstrated greater enthusiasm and confidence when using digital tools. The study concludes that Canva-based mind mapping is more effective than manual techniques in enhancing recount writing skills and can serve as an innovative strategy for EFL classrooms.

Keywords: Mind Mapping, Canva, Recount Text, Writing Skills

Article History:
Received : 27 July 2025
Revised : 15 September 2025
Accepted : 30 November 2025

Introduction

Writing is one of the most challenging skills in English language learning. Among various text types, recount writing requires students to retell personal or factual experiences in chronological order, which often becomes difficult due to limited vocabulary, difficulties in organizing ideas, and lack of confidence. Previous studies have shown that mind mapping is a powerful technique to visually organize ideas, generate new insights, and improve writing fluency. However, traditional (manual) mind mapping sometimes fails to sustain students' engagement. The integration of digital platforms such as Canva offers an alternative solution. Canva provides visual, interactive, and user-friendly features that help students design mind maps more creatively. Based on constructivist learning theory, which emphasizes active engagement and knowledge construction, digital mind mapping has the potential to make writing instruction more effective. Therefore, this study aimed to investigate the effectiveness of applying mind mapping through Canva to improve recount text writing skills of vocational students at SMKN 1 Kediri.

Methodology

This study employed a quasi-experimental design with pre-test and post-test procedures. The participants were two eleventh-grade classes of the Industrial Chemistry Department at SMKN 1 Kediri in the 2024/2025 academic year. The first class (KI 1) served as the control group, taught using manual mind mapping, while the second class (KI 2) served as the experimental group, taught using Canva-based mind mapping. The instrument used was a writing test, assessed with the COVLM rubric covering five aspects: Content, Organization, Vocabulary, Language Use, and Mechanics. Data were analyzed through normality and homogeneity tests, paired and independent sample t-tests, and N-Gain analysis to determine the level of effectiveness.

Findings and Discussion

The pre-test and post-test results revealed improvement in both groups. The control class (manual mind mapping) showed an increase in the average score from 70.7 to 79.5 (N- Gain = 0.30, medium category). Meanwhile, the experimental class (Canva-based mind mapping) improved from 80.9 to 87.9 (N-Gain = 0.37, medium but higher effectiveness). Statistical analysis using independent sample t-tests confirmed a significant difference ($p < 0.05$) between the two groups, indicating that Canva-based mind mapping contributed more effectively to students' writing development. Students reported feeling more motivated, confident, and creative when using Canva. The visual features helped them organize ideas systematically, which resulted in better text coherence and higher writing quality. These findings align with previous research highlighting the benefits of integrating digital tools into writing instruction, as they promote creativity, enhance critical thinking, and foster student engagement.

Conclusion

This study concludes that the integration of mind mapping through the Canva application is effective in improving students' recount text writing skills. Compared to manual mind mapping, Canva-based mind mapping offers greater visual support, fosters creativity, and enhances students' engagement. It is recommended that English teachers incorporate digital tools such as Canva into writing instruction to create more interactive and meaningful learning experiences.

References

Afifah, N., & Pratama, A. (2023). Mind mapping technique in enhancing students' writing skills. Journal of English Language Teaching, 12(2), 112–123.

Anjani, R., Nugroho, D., & Sari, R. (2022). Digital platforms in EFL learning: The use of Canva. International Journal of Language Education, 6(1), 45–56. Buzan, T. (2021). The Mind Map Book. BBC Active.

Putri, S., Rahmawati, A., & Yuliana, L. (2021). Visual learning strategies for narrative writing. ELT Journal, 9(3), 201–210.

Syamsudin, M., et al. (2020). Writing instruction for reflective learning. Indonesian Journal of Education, 8(2), 98–107.