

**The Role of Project-Based Learning through Narrative Writing in
Enhancing Students' Motivation to Practice Writing in English: A Case
Study at SMAN 6 Karawang**

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ABSTRACT

Students' motivation to write in English as a foreign language (EFL) classroom is often limited by difficulties in vocabulary, grammar, idea development, and text organization. To address this issue, Project-Based Learning (PjBL) integrated with digital tools can be used to create more engaging and meaningful writing activities. This study was conducted at SMAN 6 Karawang and involved twelve eleventh-grade students who participated in a narrative writing project. This study employed a qualitative case study design, with data collected through open-ended questionnaires, classroom observations, teacher feedback, and students' narrative writing projects. In the project, Padlet was used to support students' narrative writing, sharing, and feedback activities, while Canva was used to design the poster or cover as the visual product of the project. The findings show that the integration of PjBL with digital tools increased students' motivation to practice writing in English. The most significant motivational changes experienced by students were increased confidence in expressing ideas, greater enjoyment in writing activities, stronger creativity through visual design, and higher willingness to revise their writing after receiving feedback. Canva helped students design visual posters or covers related to their narrative projects, while Padlet encouraged writing practice, interaction, appreciation, and timely feedback from the teacher and peers. Although some students faced technical challenges, especially those with limited digital design skills, the overall learning process helped students become more engaged, autonomous, and motivated to write. Therefore, this study suggests that technology-integrated PjBL can support students' motivation in EFL narrative writing by combining creativity, collaboration, and meaningful feedback.

Keywords: Case Study; Narrative Writing; Project-Based Learning; Student Motivation; Writing in English

INTRODUCTION

Writing is an important skill for English learners, yet many students still struggle more with writing than with other language skills such as listening, speaking, or

reading. The challenges in writing are not only related to mastering grammar and vocabulary, but also to generating ideas and organizing them into meaningful sentences. In EFL contexts, students often experience low confidence and low motivation when writing activities are repetitive and less engaging (Rahmawati & Rachmawati, 2021). At the senior high school level, narrative text becomes one of the important text types students need to master. Narrative writing requires students to organize orientation, complication, and resolution coherently while using descriptive language and cohesive devices effectively. However, many students still face difficulties in sequencing events and developing ideas in narrative texts (Yuliana & Sari, 2022). Therefore, writing instruction needs more engaging learning experiences that can support both students' writing skills and their motivation to write.

Many students do not enjoy writing because they feel unmotivated and lack confidence in expressing their ideas. Without sufficient motivation, students' progress in writing can become slow and inconsistent (Rahmawati & Rachmawati, 2021). Motivation plays an important role in the learning process, especially in EFL writing classrooms. In relation to this issue, Camacho et al. (2021) found that the use of digital tools can increase students' interest in writing activities and positively influence their writing performance. This suggests that integrating technology into writing instruction is not only supportive, but also necessary to create more meaningful and motivating learning experiences for students.

In recent years, Project-Based Learning (PjBL) has gained prominence as an effective approach for increasing student engagement and motivation. Unlike traditional exercises, PjBL immerses students in authentic projects such as narrative writing that connect classroom learning with real life contexts. Through planning, writing, and presenting their own stories, students develop critical thinking, creativity, and autonomy, all of which are important for improving narrative writing skills. Research shows that PjBL helps students develop important skills such as critical thinking, creativity, and independence, which are beneficial for improving writing ability (Wijaya & Ardi, 2022). In EFL writing classrooms, PjBL also provides opportunities for students to practice planning, writing, and presenting their own stories in more authentic ways (Putri, 2023). However, the current challenge is not only implementing PjBL itself, but also integrating technology strategically within project-based activities to maximize students' motivation and engagement in writing.

Several recent studies have confirmed the effectiveness of project-based approaches in improving writing skills. Putri (2023) found that PjBL activities improved EFL students' writing performance and engagement. In the Indonesian context, Sari and Utami (2022) reported that multimedia-based projects increased students' enjoyment and participation in narrative writing activities. Similarly, Cahyani (2021) and Suryani and Pratama (2022) noted that PjBL promotes active learning and creates a more positive classroom atmosphere. However, other studies also reveal that PjBL can be less effective when projects are poorly designed or when

interactive digital tools are not meaningfully integrated (Lestari, 2025; Handayani, 2022). Although previous studies have shown that PjBL improves writing performance, most of them focus more on quantitative outcomes rather than students' motivation and perceptions during the writing process. Moreover, limited attention has been given to how digital tools such as Canva and Padlet can be integrated into PjBL to enhance students' motivation in narrative writing activities, particularly in senior high school EFL contexts. This gap highlights the importance of exploring technology integrated PjBL in supporting students' motivation to practice writing in English.

In this study, students at SMAN 6 Karawang will work on a narrative writing project combined with poster creation activities. PjBL is implemented through narrative writing projects using Padlet and Canva as digital learning tools. These platforms allow students to express creativity through visual storytelling and participate in collaborative feedback activities, which may increase their motivation to write. Therefore, this study aims to explore the role of Project-Based Learning (PjBL) through narrative writing in enhancing students' motivation to practice writing in English and to examine students' perceptions of using Padlet and Canva in PjBL narrative writing activities. Padlet provides a space for sharing ideas, receiving feedback, and interacting with wider audiences, while Canva allows students to create visual designs that support creative expression in writing activities.

LITERATURE REVIEW

Previous Related Study

Several studies have investigated the effectiveness of Project-Based Learning in improving students' writing skills and engagement in EFL classrooms. Hidayat and Nurjanah (2024) found that project-based learning supported by digital tools can enhance students' narrative writing by making the writing process more interactive, meaningful, and engaging. Students became more engaged because they were involved in meaningful and authentic learning activities. In the Indonesian context, Sari and Utami (2022) reported that multimedia-based projects enhanced students' enjoyment and participation in narrative writing tasks. The integration of digital tools encouraged students to express their ideas more creatively and confidently.

Similarly, Cahyani (2021) and Suryani and Pratama (2022) highlighted that Project-Based Learning promotes active learning and creates a more positive classroom atmosphere. Students showed better collaboration and were more willing to participate in writing activities. However, other studies also reveal some challenges. Lestari (2025) and Handayani (2022) noted that Project-Based Learning may be less effective when projects are not carefully designed or when students lack sufficient guidance. Poorly structured projects can reduce motivation, especially for students with lower language proficiency.

Although previous research has demonstrated that Project-Based Learning improves students' writing performance, most studies focus on quantitative outcomes such as test scores and writing achievement. Few studies have explored how Project-Based Learning specifically influences students' motivation to practice writing, particularly in narrative text writing at the senior high school level. Moreover, limited attention has been given to the integration of digital tools such as Canva and Padlet in enhancing students' intrinsic and extrinsic motivation in EFL writing classrooms. Therefore, this study aims to explore the role of Project-Based Learning through narrative writing in enhancing students' motivation and to examine students' perceptions of using Canva and Padlet in the learning process.

Project-Based Learning and Narrative Writing

This study focuses on two main variables: Project-Based Learning through narrative writing and students' motivation in practicing English writing. Project-Based Learning is grounded in constructivist learning theory, which emphasizes that students construct knowledge actively through meaningful experiences and collaboration. In narrative writing activities, students engage in planning, drafting, designing, and presenting their work as a final product. This process encourages autonomy, creativity, and responsibility for their own learning.

Writing in EFL contexts is a complex and thinking intensive process that requires idea generation, organization, and linguistic competence. Harmer (2004) explains that writing involves recursive stages such as planning, drafting, revising, and editing. Narrative text, as described by Gerot and Wignell (1995), consists of orientation, complication, and resolution. Teaching narrative writing therefore requires structured guidance as well as opportunities for creative expression.

The concept of motivation in this study is based on Ekawarna's (2013) theory, which categorizes learning motivation into intrinsic and extrinsic dimensions. Intrinsic motivation refers to students' internal interest, curiosity, and enjoyment in learning activities. Extrinsic motivation refers to external encouragement such as feedback, appreciation, and classroom recognition. This perspective is also supported by Self-Determination Theory proposed by Deci and Ryan (2020), which explains that students' motivation increases when their psychological needs for autonomy, competence, and relatedness are fulfilled.

In this study, Canva supports intrinsic motivation by allowing students to express their creativity through visual storytelling and poster design. Padlet supports extrinsic motivation by providing a space for teacher and peer feedback, which strengthens students' confidence and sense of recognition. Through the integration of Project-Based Learning with these digital tools, students are expected to experience meaningful learning that enhances their motivation to practice writing in English.

METHOD

Design and Samples

This study employed a qualitative case study design to explore students' motivation during the implementation of Project-Based Learning (PjBL) through narrative writing. The case study approach was selected because it allows an in-depth understanding of students' experiences, behaviors, and perceptions in a real classroom setting (Creswell, 2018; Moleong, 2017). The research focused on what is the role PjBL using Canva and Padlet platforms enhanced students' motivation to practice writing in EFL students at SMAN 6 Karawang.

This research was conducted at SMAN 6 Karawang in the academic year 2025/2026. The participants were twelve eleventh-grade students who took part in a Narrative writing project as part of their English class. These students were selected purposively because they were engaged in the Narrative writing activity within the project-based learning program. Active participation in such projects is considered highly beneficial because it helps students develop critical thinking, enhance their communication skills, and deepen their understanding of the course material. The English teacher was also involved as an observer to validate classroom data and provide constructive feedback. The teacher's presence helped create a supportive environment, enabling students to build confidence and encouraging them to share their ideas and collaborate more effectively.

Instruments and Procedures

In this study, three main instruments were used for qualitative data collection: (1) open-ended questionnaires, (2) classroom observations and teacher feedback, and (3) students' narrative writing projects. These instruments were designed to complement each other in exploring students' motivation during the implementation of PjBL through narrative writing, facilitated by digital tools such as Padlet and Canva. Specifically, the development of these instruments was adapted from Ekawarna's (2013) motivation theory, which categorizes learning motivation into intrinsic and extrinsic dimensions. Indicators from each motivational dimension were adapted into the open-ended questions and observation guidelines to capture students' experiences, behaviors, and reflections throughout the project-based activities.

The open-ended questionnaire was developed based on intrinsic and extrinsic motivation indicators. The intrinsic motivation indicators included students' interest in writing, enjoyment during the project, confidence in expressing ideas, creativity in developing narrative texts, and willingness to continue practicing writing. Meanwhile, the extrinsic motivation indicators included students' responses to teacher feedback, peer comments, appreciation, classroom recognition, and the use of digital tools such as Canva and Padlet. The questionnaire asked students to explain their feelings before, during, and after completing the narrative

writing project, their experiences in using Canva and Padlet, and whether the project made them more motivated to write in English. Students' answers were interpreted by identifying repeated patterns related to increased confidence, enjoyment, creativity, participation, and willingness to revise their writing.

The observation indicators were also arranged based on students' motivational behaviors during the project. The observation focused on students' participation in writing activities, attention to teacher instructions, effort in developing narrative ideas, confidence in using English, collaboration with peers, response to feedback, and engagement in using Canva and Padlet. During classroom activities, the researcher observed whether students asked questions, shared ideas, revised their work, responded positively to comments, and showed enthusiasm while completing the narrative writing project. These indicators helped the researcher interpret students' motivation not only from their written responses, but also from their classroom behavior and interaction during the PjBL process.

The implementation of Project-Based Learning was carried out through several steps. First, the teacher introduced the narrative writing project and explained the learning objectives, project outcomes, and assessment criteria. At this stage, students were informed that they would write a narrative text and transform it into a visual poster using Canva. Second, students were guided to choose a story idea, identify the structure of narrative text, and plan the content of their writing, including orientation, complication, and resolution. Third, students began drafting their narrative texts individually while receiving guidance from the teacher on vocabulary, grammar, and organization. Fourth, after completing the draft from Padlet, students designed a poster using Canva to represent their narrative story visually. This stage allowed students to combine written language with images, colors, and design elements to express their ideas more creatively. Fifth, students uploaded their narrative posters to Padlet so that their work could be viewed by the teacher and classmates. Through Padlet, students received feedback, comments, and appreciation from the teacher and peers. Sixth, students revised their writing and poster based on the feedback they received. Finally, students completed an open-ended questionnaire to reflect on their motivation, experiences, challenges, and perceptions of using Padlet and Canva in the PjBL narrative writing activity.

During the implementation, classroom observations were conducted to record students' participation, engagement, collaboration, confidence, and responses to the use of digital tools. Teacher feedback was also collected to support the interpretation of students' motivation and learning behavior throughout the project. Meanwhile, students' narrative writing projects were analyzed to understand how the integration of PjBL, Canva, and Padlet supported their motivation to practice writing in English.

Data Analysis

Data were analyzed using thematic analysis following Braun and Clarke's (2006) framework. The process included six phases: (1) Familiarization, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, (6) producing the report. To enhance data credibility, the researcher cross-validated the finding from questionnaire, observation, teacher feedback, and students' narrative writing projects.

RESULT AND DISCUSSION

This section presents the findings of the study based on students' open-ended questionnaires, classroom observations, teacher feedback, and students' narrative writing products. The findings are organized into four subthemes to make the development of students' motivation easier to follow: students' initial motivation and emotional responses, creative engagement through Canva-based narrative posters, feedback and confidence through Padlet, and language improvement and creativity in students' narrative writing products.

Students' Initial Motivation and Emotional Responses

The findings showed that students experienced different emotional responses at the beginning of the narrative writing project. Based on the open-ended questionnaires, several students felt excited because the project was different from regular writing activities. One student stated, "I felt very happy because I like trying new things," while another student said, "I was curious and excited to see what the project would be like". These responses indicate that the project created initial curiosity and interest among students.

However, some students also showed anxiety and uncertainty. One student explained, "I was confused because I did not know what we were going to do and did not have any ideas yet". Classroom observations also showed that some students were still hesitant during the first stage of the project and needed teacher guidance to understand the task. The teacher's feedback confirmed that students needed scaffolding, especially in generating story ideas and understanding the structure of narrative text. This finding shows that students' motivation at the beginning of the project was not completely stable, but developed gradually after they received clearer guidance and examples.

Creative Engagement through Canva-Based Narrative Posters

The use of Canva helped students become more engaged in the narrative writing project. Many students stated that designing posters made the writing process more enjoyable because they could combine written text with images, colors, and layout. One student said, "Yes, I became more excited because Canva is simple and

enjoyable to work on". Another student stated, "I enjoyed designing in Canva because I was able to be creative and think about many different possibilities".

Classroom observations showed that students were actively involved in choosing images, colors, fonts, and design elements that represented their stories. Some students also discussed design ideas with their classmates, which created a more collaborative learning atmosphere. The students' narrative posters showed that visual design helped them express the setting, characters, and mood of their stories more clearly. For example, one student used pictures of turning off lights, unplugging electronic devices, and a green-colored background to represent environmental awareness and energy conservation. These visual elements supported the project message by helping readers understand the importance of saving energy.

Direct evidence from students' written texts on Padlet also showed creative development. For example, one student wrote, "We should turn off the lights when we do not use them to save electricity". This sentence showed the student's attempt to explain the importance of saving electricity in daily life. Another student used the expression, "Saving energy is a small action, but it can make a big difference for the earth," indicating creativity in encouraging people to save energy. These examples suggest that Canva did not only function as a design tool, but also supported students' creative expression in narrative writing.

Feedback, Confidence, and Revision through Padlet

Padlet played an important role in supporting students' confidence and motivation through teacher and peer feedback. Students reported that receiving comments and appreciation made them feel more valued and encouraged to improve their writing. One student stated, "The teacher's compliment made me more energetic since he appreciated my poster and told me it was great". Another student said, "When my friends said 'wow, that is nice,' I was happy and felt like doing even better".

The observation data showed that students became more active after receiving feedback on Padlet. Some students revised their writing, adjusted their poster design, and asked questions about vocabulary or sentence structure. Teacher feedback also showed that Padlet made it easier to provide timely comments during the project, instead of only giving feedback at the end. This helped students understand what they needed to improve while the project was still in progress.

Evidence from students' revised narrative writing products also supported this finding. For example, before receiving feedback, Student 1 wrote, "There was a village that used too much electricity every day". After receiving feedback, the student revised it into, "There was a small village where people wasted electricity without realizing that excessive energy use could damage the environment and reduce fossil fuel resources". This change shows improvement in vocabulary choice and clarity of meaning. Meanwhile, Student 2 improved the sequence of events

from “The boy used energy carelessly. Then the earth became dirty. He was sad”. into “One day, a boy realized that people in his town used too much fossil fuel and wasted electricity. As the environment became more polluted, he decided to encourage his family and neighbors to save energy and use electricity wisely”. This revision made the narrative more organized and meaningful. These examples show that feedback on Padlet encouraged students not only to feel more confident, but also to improve the quality of their narrative writing.

Language Improvement and Creativity in Students’ Narrative Writing Products

The analysis of students’ narrative writing products showed improvement in vocabulary use, sentence structure, and narrative organization. Several students were able to use more descriptive vocabulary after developing their stories through the project. For instance, one student wrote, “a small village covered with thick smoke from factories and vehicles,” which shows an attempt to describe the setting more vividly. Another student used “Raka felt worried when he saw people wasting electricity and fuel every day,” showing improvement in expressing feelings and actions in the story.

The students’ texts also showed better organization of narrative structure. Most students included orientation, complication, and resolution in their stories. For example, in the orientation part, one student introduced the character and setting by writing, “Raka lived in a small town where people used electricity and fuel without thinking about the future”. In the complication part, the student wrote, “One day, the town became hotter and the air became dirty because people used too much fossil fuel and wasted energy”. In the resolution part, the student ended the story with, “Finally, Raka invited his family and friends to save energy by using electricity wisely and reducing fuel use”. This structure indicates that students were able to apply the basic elements of narrative writing more clearly.

In addition, some students showed creativity by adding dialogue, emotional expressions, or imaginative events. For example, one student included the dialogue, “We must change our habits before the earth becomes worse,” which made the story more lively. Another student used the phrase, “Raka felt afraid, but he also felt responsible to protect his village,” to describe the character’s feelings. These examples strengthen the finding that PjBL supported by Canva and Padlet helped students develop both language ability and creativity in narrative writing.

However, the students’ narrative writing products also showed that improvement was not equal among all students. Some students still produced short sentences, repeated vocabulary, and limited story development. For example, one student wrote, “People use energy. Energy is important. We must save energy”. This evidence indicates that although the project supported students’ motivation and creativity, some students still needed more support in vocabulary, grammar, and idea development.

The findings show that the integration of Project-Based Learning with Canva and Padlet encouraged students to become more motivated and engaged in writing narrative texts. The project gave students a clearer purpose for writing because they were not only asked to produce a written narrative, but also to transform their story into a visual product and share it with their classmates. This process made writing feel more meaningful, interactive, and less monotonous. Students' motivation appeared to develop gradually throughout the learning process. At the beginning of the project, some students felt confused and nervous because they were not familiar with the task and the digital tools. However, after receiving teacher guidance, exploring Canva, and obtaining feedback through Padlet, many students became more confident and active. This suggests that students' motivation in writing is not only shaped by their personal interest, but also by the learning environment, the design of the task, the use of digital tools, and the feedback process. In this sense, technology-integrated PjBL created a learning experience that allowed students to see writing as a purposeful activity rather than merely a classroom assignment.

This finding is consistent with previous studies which show that PjBL can increase students' engagement and motivation in EFL writing classrooms. Sari and Utami (2022) found that multimedia-based projects increased students' enjoyment and participation in narrative writing, while Putri (2023) showed that PjBL provides meaningful opportunities for students to plan, write, and present their stories. The present study supports these findings because students became more interested in writing when they were able to combine narrative texts with Canva-based visual products and receive feedback through Padlet. However, this study also adds a more specific insight by showing that students' motivation was strengthened when the writing activity was connected to creativity, audience, and interaction.

Canva played an important role in supporting students' intrinsic motivation. Through Canva, students were able to express their ideas creatively by choosing images, colors, layouts, and other design elements that represented their stories. This visual process helped students feel more connected to their writing because they could express meaning not only through written sentences, but also through visual storytelling. The students' narrative posters showed that visual elements helped them represent the setting, characters, and emotions in their stories. For some students, especially those who found writing difficult, Canva became a useful bridge for generating ideas and organizing the content of their narratives.

Nevertheless, the findings also indicate that Canva did not support all students equally. Some students still faced difficulties because they were not familiar with digital design features. For these students, the use of Canva required extra effort because they had to think about story ideas, English sentences, grammar, vocabulary, and poster design at the same time. As a result, some students focused more on the visual appearance of the poster than on the development of the written text. This finding shows that technology can increase students' motivation and creativity, but it can also create additional challenges when students do not have sufficient digital readiness.

Padlet also contributed to students' motivation, especially through teacher feedback, peer comments, and classroom appreciation. Students felt more confident when their work received positive responses from others. The feedback process encouraged them to revise their writing and improve their narrative products. The comparison between students' original and revised sentences showed that feedback helped students improve their vocabulary, sentence structure, and narrative organization. Therefore, Padlet did not only support students emotionally, but also contributed to their writing development.

The public and interactive nature of Padlet made students feel that their writing had a real audience. This encouraged them to write more carefully and present their work more creatively. However, the findings also show that students responded to feedback in different ways. Some students became more confident and were able to revise their writing after receiving comments, while others still needed more explicit guidance from the teacher. This indicates that feedback is useful, but its effectiveness depends on students' ability to understand and apply it. Therefore, Padlet can support motivation and revision, but teacher guidance remains necessary to help students transform feedback into actual improvement in writing.

Although Canva and Padlet supported students' motivation, some students still experienced difficulties in writing narrative texts. This shows that the use of digital tools does not automatically solve students' language problems. Canva helped students express ideas visually, but students still needed sufficient vocabulary, grammar knowledge, and understanding of narrative structure to transform their ideas into written English. For students with lower English proficiency, visual design was sometimes easier than sentence construction. They could select images and colors to represent their stories, but they still struggled to write complete sentences, use appropriate vocabulary, and organize events coherently. This explains why some students were able to produce attractive posters but still had limited written narratives.

One possible explanation for this challenge is cognitive load. During the project, students had to manage several tasks at the same time, including planning the story, writing in English, designing the poster, uploading it to Padlet, receiving feedback, and revising their work. For students with weak language ability or limited digital skills, these multiple demands could become overwhelming. Therefore, technology-integrated PjBL still requires clear instructions, examples, templates, vocabulary support, and step-by-step teacher guidance. Without sufficient scaffolding, some students may enjoy the project but still struggle to improve the quality of their writing.

The findings also suggest that students' motivation is closely related to their readiness to use digital tools meaningfully. Canva and Padlet can create a more engaging learning environment, but students need support to connect visual creativity, feedback, and language development. In other words, digital tools should

not be used only as attractive media, but should be integrated carefully into the writing process. Teachers need to ensure that the use of Canva strengthens students' narrative writing rather than shifting their attention only to design, and that feedback through Padlet leads to meaningful revision rather than simple appreciation.

Compared with previous studies, the findings of this study confirm that PjBL can create active learning and a more positive classroom atmosphere. Sari and Utami (2022) reported that multimedia-based projects increased students' enjoyment and participation in narrative writing activities. Similarly, Cahyani (2021) and Suryani and Pratama (2022) found that PjBL encouraged students to become more active in the learning process. The present study supports these findings because students became more involved in writing, designing, sharing, and revising their narrative products. However, this study also shows that the success of PjBL depends on how well the project is structured and how effectively students are guided throughout the process.

At the same time, this study differs from studies that present PjBL as generally effective for improving students' writing. The present findings show that technology-integrated PjBL does not benefit all students in the same way. Some students still struggled with vocabulary, grammar, narrative organization, and digital design skills. This finding supports Lestari (2025) and Handayani (2022), who argue that PjBL can be less effective when tasks are not carefully designed or when students do not receive enough guidance. Therefore, the effectiveness of PjBL should not be understood only from the presence of projects or digital tools, but also from the quality of scaffolding, students' language proficiency, students' digital readiness, and the feedback process.

Based on these findings, Canva and Padlet can be considered useful tools for supporting motivation, creativity, and interaction in EFL narrative writing. However, their use must be accompanied by structured writing guidance. Teachers need to provide models of narrative texts, vocabulary lists, grammar support, poster templates, clear revision instructions, and continuous feedback. When these forms of support are provided, technology-integrated PjBL can help students not only enjoy the writing process, but also improve the quality of their narrative writing. Thus, the main contribution of this study is the finding that digital tools can enhance PjBL, but their effectiveness depends on how they are connected to language learning goals and students' actual learning needs.

CONCLUSION

The findings of this study show that Project-Based Learning (PjBL) supported by Canva and Padlet can enhance students' motivation to practice English narrative writing in a senior high school EFL context. The most important motivational changes experienced by students were increased confidence, greater enjoyment in writing, stronger creativity through visual storytelling, and higher willingness to

revise their work after receiving feedback. Canva helped students express their narrative ideas more creatively through visual design, while Padlet supported interaction, appreciation, and feedback from the teacher and peers. These findings indicate that technology-supported PjBL can make writing activities more meaningful, collaborative, and motivating for students. However, the study also found that technology integration does not automatically solve all writing difficulties. Some students still faced challenges in vocabulary, grammar, narrative organization, and digital design skills. Therefore, the success of technology-supported PjBL depends on clear instructions, sufficient scaffolding, students' digital readiness, and continuous teacher guidance. This study contributes to EFL writing instruction by showing that the integration of Canva and Padlet in PjBL can support both intrinsic and extrinsic motivation, especially when students are given opportunities to create, share, receive feedback, and revise their writing.

For practical implementation, English teachers who want to apply technology-supported PjBL in writing classes should begin by explaining the project goals, writing steps, assessment criteria, and expected final product clearly. Teachers can provide examples of narrative texts, Canva poster templates, vocabulary lists, and sentence starters to help students plan their writing. During the project, teachers should guide students through drafting, designing, uploading their work to Padlet, giving and receiving feedback, and revising their final product. Teachers should also provide additional support for students with lower English proficiency or limited digital skills so that the use of technology does not become a barrier to writing. In this way, Canva and Padlet can be used not only as digital tools, but also as media for creativity, collaboration, feedback, and motivation in English writing instruction. Future studies are suggested to involve a larger number of participants, different school contexts, or mixed-method designs to examine the long-term impact of technology-supported PjBL on students' writing motivation and writing performance.

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