

## EXPLORING STUDENTS' CREATIVITY IN DIGITAL PROCEDURE TEXT WRITING USING CANVA

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### *Abstract*

This research delves into how Canva bolsters students' creativity in writing procedure texts. This study used a Classroom Action Research and involved 11<sup>th</sup> grade students who wrote procedure texts manually at first before integrating Canva as a writing digital tool in the learning process. The research data was collected through classroom observation, students' Canva products, as well as interviews with students and teacher. The findings clearly showed a significant improvement in student writing skills. In the pre-test phase, only 8.33% of students achieved Minimum Competency (KKM). After implementing the actions in cycle 1, the results in post-test 1 increased to 54.17%. Then, in post-test 2, the results reached 100% with a minimum competency of 78. Thus, it can be concluded that the use of Canva has a positive influence on student creativity in writing. This improvement is indicated by creativity indicators such as fluency, flexibility, originality, elaboration, and the ability to integrate text with visual elements. Students are better able to develop more structured and creative ideas when creating procedural texts. Moreover, Canva allows them to combine texts and visuals, design their products more engaging, and develop their ideas freely. Additionally, Canva enabled students to have direct feedback from peers and teacher so they learnt to be able to improve their writing products during the learning process. This research suggests that Canva provides meaningful digital features that support creative expression in writing and can serve as an effective ICT tool in English Language Teaching

**Keywords:** *canva; creativity; digital writing; procedure text*

### **A. Introduction**

Writing is one of the important productive skills in learning English. This skill requires students to be able to formulate ideas, concepts, and their feelings with an appropriate structure, correct grammar, as well as the

development of coherent and logical ideas (Brown 2001). In contrast to the reality, it shows that most of the students experience difficulty in mastering writing, either due to lack of vocabulary, lack of mastery sentence structure, or low confidence in composing good writing (Alisha et al. 2019). Moreover, learning



writing tends to be considered boring because teachers conduct monotonous and uninteresting teaching methods, which ultimately impact low students motivation and creativity (Ali & Ramana 2018)

Writing ability is one of the essential skills for Senior High School Students in a global context. In the era of globalization and digitalization, the ability to write in English not only functions as communication tools, but also as media to express the ideas, collaborate internationally, as well as access various information and opportunities at the global level. Writing skills are essential in supporting students' readiness to encounter higher education or future careers that require critical thinking, argumentative, and communicative skills. Therefore, writing competencies are widely regarded as pivotal indicators in establishing 21st century skills including creativity, communication, collaboration, and critical thinking.

In Indonesia, English writing skills have a strategic role in supporting the achievements of national education goals, specifically within the framework of *Kurikulum Merdeka*, which emphasizes on the development of competencies and holistic student characters. Writing instruction does not only focus on the language aspect, but also on students'

abilities in developing ideas, composing logical text structure, as well as adapting writing to communication goals. However, down to reality most students still encounter various challenges in writing, for instance lack of vocabulary, low mastery of grammar, as well as lack of creativity and motivation. Thus, innovative and contextual learning strategies are necessary to enhance their writing skills, in order that they can actively participate either in academic or social environments, both at national or global levels.

In line with the issues, SMA Negeri 1 Ambon has been addressing a lack of creativity and motivation in writing. Regarding the preliminary observation with the English teacher in grade XI, it found that most of the students have not shown creativity in writing English text. They frequently show lack of engagement, either being passive or unmotivated, the result indicates lack of progression, with no significant improvement. Moreover, most of them have difficulty to be confident to write in English due to fear of making errors in grammar and vocabulary used. This problem is exacerbated by a teaching approach that is still teacher-centered and does not utilize information and communication technology in terms of digital learning media that is relevant to the needs of students in this era.



The development of information and communication technology (ICT) has brought significant changes in various aspects of life including in the world of education. Integration of technology in a learning process is one of the main demands in the digital era, particularly post Covid-19 pandemic, which accelerated the transition from conventional learning to digital-based learning (Fuady et al., 2021). In a context of learning English, teachers are required to be able to adopt technology as supporting media, which can improve the effectiveness of teaching-learning process, specifically in writing skills, which are widely recognized as complex and mature skills.

On the other hand, technology development offers various applications that can be utilized as an attractive and interactive learning media. One of the popular applications that can be used easily for students is Canva. Canva is an online graphic design application, which provides various attractive templates and visual features that can be utilized in the learning writing process (Hadi et al., 2021). By integrating Canva, students can formulate their ideas in a form of poster, infographic, story card, or other visual media, which not only trains writing skill, but also increases creativity and learning motivation (Candra et al., 2022).

Canva is known as a user-friendly and flexible application due to its accessibility. It can be accessed from laptop, tablet, or handphone (Riesnawati & Susanti, 2024). In a context of learning writing, Canva enables students to integrate text and visual elements to enhance their motivation in completing writing assignments. The study by Nurbayti et al. (2023) illustrates the use of Canva significantly enhanced students' interests and participation in learning writing. Similarly, Mulyati et al. (2022) proves that Canva-based media is able to create a fun and engaging learning atmosphere and increase students' participation actively.

However, even though Canva is widely known, the use of Canva in learning writing practices in schools is not optimal. Many teachers have difficulty in integrating Canva into their learning due to adequate skills (Syahdan et al., 2023). Meanwhile, the students frequently use Canva for aesthetic needs or design, which lacks pedagogical instruction to develop their writing ideas. Hence, further investigation is required beyond examining the effectiveness of using Canva, which designs a systematic implementation strategy in a context of learning writing in the classroom.

Regarding the background, this research design in the form of Classroom



Action Research, aims to enhance students' creativity in writing through the implementation of Canva application. CAR approach is selected due to its practical and oriented direct improvements of the learning process in the classroom. Kemmis & McTaggart (2000) asserts CAR is a reflective and collaborative process between teacher and researchers to improve learning practice continuously through planning cycles, observation and reflection.

By involving grade XI students at SMA Negeri 1 Ambon as research subjects, this research is expected to provide a significant contribution to improving the quality of learning writing English. Moreover, this research is expected to encourage teachers to be more creative and adaptive in integrating media digital as fun and contextual learning media.

### Literature Review

The English learning context at Senior High School level in Indonesia currently refers to the national curriculum policy set by the government, particularly through *Kementrian Pendidikan, Kebudayaan, Riset, dan Teknologi* (Ministry of Education, Culture, Research, and Technology). In its implementation, the applicable curriculum is *Kurikulum Merdeka*, which emphasizes the holistic development of students' competencies, including

English language skills as a part of global communication skills.

Regarding the policies of *Permendikbudristek Nomor 12 Tahun 2004*, which discusses Early Childhood Education, Elementary Education, and Secondary Education, English language instruction remains a pivotal role in the National Education System, which aims to equip students with International communication skills and global competitiveness. In secondary education, English language is taught as a subject focused on developing language skills, namely listening, speaking, reading and writing.

In a context of writing instruction, *Kurikulum Merdeka* emphasizes a text-based approach, where students are expected to understand, compose, and produce various types of texts, for instance descriptive, narrative, and procedure text. The writing instruction does not focus only on language aspects, but also on students' ability in developing ideas, composing text structure, and adapting writing to context and purpose of communication.

Furthermore, *Kurikulum Merdeka* fosters learning that focuses on student-centered learning, where students are required to actively participate in the learning process, including writing activities. This is in line with the



government's endeavor to improve the quality of learning through the utilization of digital media as a part of educational transformation. The utilization of digital media in English language learning is expected to increase students' engagement as well as assist them in developing their creativity and the ability to think critically.

Moreover, the National Education Policy emphasizes the importance of mastering a foreign language as provisions to encounter global challenges. English is noticed as a means of cross-cultural communication, which increases the opportunity of students either in the education field or future career. Therefore, writing instruction in High School level is not instructed on the academic abilities, but also on students' ability to express ideas effectively and creatively in a global context. Thus, writing instruction in High School context in Indonesia does not only focus on the result of writing, but also in the process of developing ideas, creativity, as well as the utilization of innovative learning media to support students' writing abilities.

Since creativity relates to craft where innovative concepts can be developed from specialized education and study, many people believe that only those who are talented can be creative, even though everyone has

creativity, although at different levels, creativity-influencing factors are thought to be intrinsic, belonging solely to select individuals. It is well recognized that without environmental stimulation, creativity cannot develop on its own (Ali & Asrori, 2009). However, the ability to create something new in the form of high-quality, acceptable products as a general definition of creativity. Hence, the capacity for unique, outstanding work production is known as creativity.

As cited by Guilford in Segara et al. (2022), the workings of the mind are intimately linked to creativity. A person with strong creative thinking will be well-known. In this case, a more in-depth thought process will produce something new. The characteristics of creativity are fluency, flexibility, originality, and elaboration. As a typical research by Larasati (2022) the research provides significant contributions in revealing how Canva can improve students' creative writing at Junior High School. The research explored deeply about constructive approaches implemented by the teacher, as well as the use of attractive digital media like Canva, which can motivate students and enrich students' learning experiences. Central to this, triangulation methods through observation, interview, and questionnaire strengthen the validity of research results. By contrast, the research population is



relatively small and focused only for 1 school, then the result might not be generalized into the other context. On the other hand, the research is more descriptive and not digging deep about students' creativity specifically.

## A. Research Methodology

### 1. Research Design

In this research, the researcher conducted action research. According to Mills et al. (2015), action research is a systematic investigation conducted by educators, school leaders, counselors, or other stakeholders within the educational system to gather data on how a school functions, how teaching is done, and how students participate in the learning activities. The aim of action research was to provide educators with the tools to reflect on their practice, make informed decisions about learning experiences, and, ultimately, create better outcomes for students in terms of the engaged minds and lives of their students (Clark et al., 2020). It is a participatory and dynamic process where all stakeholders, teachers, students and the community work together to solve a real-world problem within the educational context. According to Burns (2010a), the primary goal of action research is to take proactive measures to address a problematic situation with the aim of improving or modifying it. This approach connected theory to practice through critical analysis of opportunities and challenges that arise in the classroom, school, and community into meaningful, actionable knowledge.

### 2. Research Participants

The participants in this research consisted of 24 students from grade XI F8 at SMA Negeri 1 Ambon during the 2025/2026 academic year. All students in the class were included as participants because the research employed Classroom Action Research approach which focuses on improving the learning process within a specific classroom. Class XI F8 was selected using purposive sampling, a technique where participants are chosen based on specific characteristics relevant to the research objectives. This class was selected because preliminary observations and discussions with the English teacher revealed that the students faced several challenges in writing, for instance difficulties in developing ideas, limited vocabulary and grammar skills, a lack of writing confidence, and low motivation to engage in writing activities. Furthermore, the students were not yet familiar to using digital media, specifically Canva, as a tool for writing instructions. These characteristics made class XI F8 compatible to the research objective, exploring how the implementation of Canva in writing instruction could cultivate improvements in students creativity.

### 3. Research Instruments

This research used two types of methods, namely quantitative and qualitative methods to ensure the effectiveness of the classroom action research. These combination methods provided a deeper understanding of how Canva affected students' creativity.



This study included a writing assessment. The examination consisted of pre-test and post-test. The two examinations were pre-test and post-test. Before starting the treatment, the researcher gave the students a test to assess how well they could deal with the material. The pre-test's goal was to measure students' initial writing skill in English. The post-test was given after the action cycle had finished, either in cycle I or cycle II. The post-test instruction and topic were designed to be equivalent to the pre-test to be valid for comparison. In the post-test, students were asked to write a text with a similar format and present it using Canva. This allowed the researcher to assess language aspects such as grammar, vocabulary, and organization as well as visual creativity aspects in delivery ideas. Another instrument used was observation. Observation was one way to collect data by observing students' participation, behavior and engagement during the implementation of the treatment. An observation checklist was used using field notes to capture the activities in the classroom. The researcher also conducted semi-structured interview to recognize students' interest or attraction to Canva before or after intervention. The instrument of this interview was an interview guideline for students and teacher.

#### 4. Data Analysis

The technique of analyzing data involved in this study were quantitative and qualitative methods. To interpret the findings and reach conclusions, the researcher applied a structured approach to data analysis. The pre-test and post test outcomes provided numerical data, which served as the basis for the quantitative analysis. The researcher combined the mean scores from the pre and post-tests of the first and second cycles to analyze the data. The rubric of scoring writing was adopted from Brown (2007) and Jacobs et al (1981), which assess several writing components, namely content, organization, vocabulary, language use, and mechanics. The researcher adjusted creativity in terms of visual design into the rubric for specific purposes.

### B. Results and Discussion

#### 1. Results

##### a. Cycle 1

Cycle 1 was conducted over 3 meetings, designed to identify students' initial abilities in writing English. At the beginning of the first meeting, the Pre-test was administered to the students to be completed individually. After the learning sequences were completed, the researcher administered the Post-Test 1 at the last third meeting to measure the improvement of students' writing

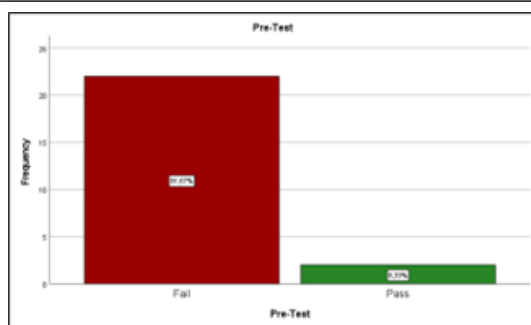


ability. Undeniably, the comparison between the Pre-Test result and the Post-Test 1 result showed students' improvement. Aside from test data collection, the researcher conducted the interview with the teacher and students as well.

In the section of observation, the researcher evaluated the teaching and learning process by triangulating the result from the students' Pre-Test and Post-Test 1, observation checklist, and qualitative data obtained through the interviews. Therefore, the students' Pre-Test result can be seen in the table below:

**Table 1.** The percentage of Students' Pre-Test

| Pre-Test |      |           |         |               |                    |
|----------|------|-----------|---------|---------------|--------------------|
|          |      | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid    | Fail | 22        | 91,7    | 91,7          | 91,7               |
|          | Pass | 2         | 8,3     | 8,3           | 100,0              |
| Total    |      | 24        | 100,0   | 100,0         |                    |



**Figure 1.** Students' Pre-Test Scores in Relation to the Minimum Mastery Criterion

Table 1 and Figure 1 present the result of students' Pre-Test score in writing procedure text manually. The data illustrated that students' writing comprehension was deficient, the score presented a wide gap starting from 40-

95. It indicates a low pass rate on the students' Pre-Test, where only 2 students (8.33%) passed, while 22 students (91.67%) failed to meet the Minimum Mastery Criterion (KKM) of 78. In brief, students' writing performance requires proper action to develop and improve students' abilities.

Essentially, it can be assessed that the students' writing ability had not been measured to its fullest potential. In contrast, the interviews' result used to support the quantitative data. It aims to identify the problems regarding students' writing abilities. Additionally, the researcher employed the observation checklist to record specific behaviors regarding students' creativity and motivation during the learning activities.

Delving into students' creativity in writing revealed that their creative abilities were classified low. Regarding the *fluency*, only 2 students were able to construct their procedure text clear and logical, while other students produced incomplete procedure text. Furthermore, concerning the *flexibility*, the majority of students illustrated a lack of comprehension toward the concept of procedure text, seeing that they only recognized procedure text as recipes for foods and drinks. Additionally, the *originality* of ideas, the students tend to depend on google and pinterest, then

copying the ideas directly, they did not use for references to develop their own ideas. This condition was strengthened by the *elaboration* aspect, none of the students added supporting information, additional details, and contextual explanations to their procedure texts. These findings demonstrate variations in students' characteristics in the learning process. Supported by the teacher's statement

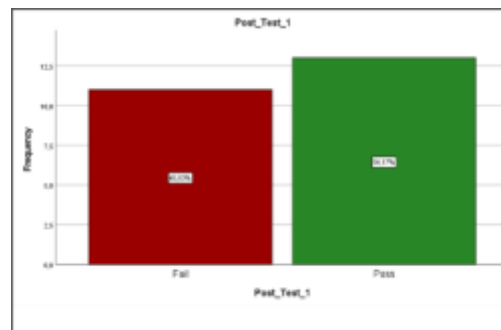
*"Selain mereka tidak termotivasi untuk menulis, kadang ada siswa yang suka untuk buat video, proyek bergambar, dan lainnya berdasarkan gaya belajar mereka juga".*

[*"Apart from not being motivated to write, sometimes some students like to make videos, picture projects, and others based on their learning style too".*]

After analyzing the problems found during the learning process, it can be concluded that the teaching and learning needed to be improved. Therefore, the researcher conducted Post-Test 1 to evaluate whether conventional learning methods in Cycle 1 have improved students' writing abilities.

**Table 2.** The percentage of Students' Post-Test 1

| Post_Test_1 |      |           |         |               |                    |
|-------------|------|-----------|---------|---------------|--------------------|
|             |      | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid       | Fail | 11        | 45,8    | 45,8          | 45,8               |
|             | Pass | 13        | 54,2    | 54,2          | 100,0              |
| Total       |      | 24        | 100,0   | 100,0         |                    |



**Figure 2.** Students' Post-Test 1 Scores in Relation to the Minimum Mastery Criterion

Students' Post-Test 1 can be seen from table 2 and figure 2 above. The result illustrated that there was an improvement in students' writing abilities after implementing learning in Cycle 1. From the amount of 24 students who enrolled in the test, 13 students (54.2%) have achieved the KKM, while 11 students (45.8%) were categorized as failed. This percentage demonstrates that more than half of students have succeeded in reaching the standard, although the difference was negligible.

Compared to the Pre-Test result, the Post-Test1 indicated that the learning process in Cycle 1 starts to provide a positive impact toward the students' abilities in writing procedure text, particularly in recognizing the text and constructing the logical steps.

Conversely, the percentage had not yet reached the success criterion of at least 75%, therefore Cycle 1 was considered unsuccessful and ineffective to all students. Hence, the result of Post-Test 1 this findings form the basis for reflection build learning strategic improvements in the next Cycle, in order students' writing abilities can be improved optimally.

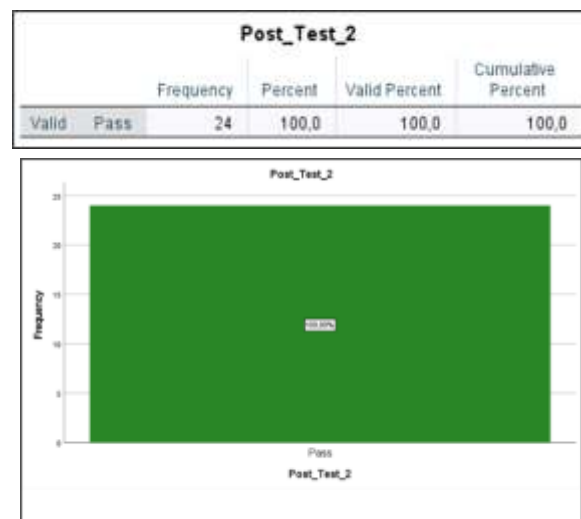
## b. Cycle 2

Likewise, Cycle 2 was conducted in 3 meetings, including Post-Test 2. The purpose of implementing cycle 2 was to examine the action plan in improving students' learning outcomes as well as overcoming the found problems. Meanwhile, Post-Test 2 provided more intensive treatment regarding the integration of Canva in their writing capabilities on procedure text.

The observation section in Cycle 2 was conducted systematically during the implementation of Canva as a writing digital medium in learning language. This observation was focused on identifying and evaluating the improvement of students' learning behavior, particularly in creativity and motivation aspects. Additionally the Post-Test 2 was carried out as well. By conducting Post-Test 2, the result was expected to present a significant improvement in students' creativity and

learning motivation, particularly if they were able to achieve KKM. The Post-Test 2 results are shown below.

**Table 3.** The percentage of Students' Post-Test 2



**Figure 3.** Students' Post-Test 2 Scores in Relation to the Minimum Mastery Criterion

Table 3 and figure 32 display the result of students Post-Test 2 after the treatment in Cycle 2. Based on the KKM of 78, all students (100%) reached scores above the criterion, showing that they effectively fulfilled the expectation in learning writing by integrating digital medium, named Canva. It indicates that the treatment in Cycle 2 provides a positive impact on students' writing quality. Additionally, the result of students' writing scores was confirmed through an interview section with both teacher and students. The students demonstrated a marked enhancement in creativity. This phenomena was

evidenced by the statement from the teacher, asserted that

*“Proses pembelajaran pastinya menarik, karena menggunakan Canva diyakini melatih mereka punya critical thinking, meningkatkan kreativitas, tentang bagaimana sih membuat layout seperti yang tadi dijelaskan saat pembelajaran, memang Gen Z mereka cukup aktif dengan digital”.*

[“The learning process is certainly interesting, because using Canva is believed to train them to have critical thinking, increase creativity, about how to make layouts as explained earlier during the learning, indeed Gen Z is quite active with digital”.]

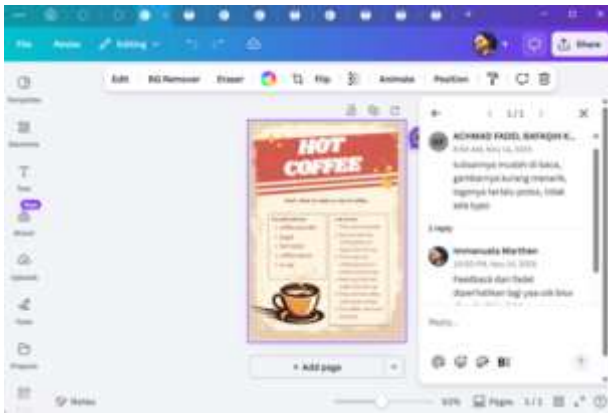
The teacher realized that the learning process would be more effective for students when digital media was integrated, moreover the students indicated a natural aptitude for ICT integration, suitable for the generational background. Concerning the aspects of creativity, the result revealed that students were capable of constructing clear and logical steps compared to Cycle 1; it indicates that they were more *fluent* in writing. Undeniably, the Canva feature named Mention System, which

enables students to leave comments and assign particular revision to a specific person, facilitates automatic delivery of email notification or they could access in Canva as well. This collaborative offered real-time peer feedback, either from teacher or other students, to make their procedure text more logical and clear. As mentioned by the teacher

*“Kemudian, dengan penulisannya itu, ada steps yang Miss pandu harus ada connectorsnya, imperative verbnya, jadi mereka menyusun bukan sekadar hanya menulis dan meng-copy paste, tapi diyakini bahwa karena ada feedback dari teman-teman juga sehingga mereka memperbaiki apa yang menjadi kesalahan dan kekurangan mereka”.*

[“Then, with the writing, there are steps that Miss showed us, there must be connectors, imperative verbs, so that they compose not just by writing and copying and pasting, but it is believed that because there is feedback from friends, they can also correct their mistakes and shortcomings”.]





**Figure 4.** Peer feedback during the learning process

On the other hand, the teacher stated more about real-time feedback that simplified the writing process, she mentioned that:

*“Satu hal yang saya ambil dalam pembelajaran bersama Miss adalah menggunakan feedback yang dalam prosesnya ada kolom comment. Saya biasanya hanya menggunakan classroom untuk anak-anak submit, lalu meminta siswa untuk komen di classroom. Tapi dengan Canva, bisa langsung di komen dalam proses pengerjaannya dan diperbaiki tanpa harus bolak-balik. Ini cara yang luar biasa, ini ilmu baru”.*

*[“One thing I learned from learning with Miss Ela was the use of feedback, which includes a comment section. I usually just use the classroom for students to submit, then ask them to comment in the classroom. But*

*with Canva, we can comment directly during the process and make corrections without having to go back and forth. It is an amazing approach, a new learning experience”.]*



**Figure 5.** Feedback from the researcher during the learning process

Additionally, they were not restricted to recipes, instead they constructed different topics, for instance skincare routine and traditional game. This showed that the students were more flexible in adapting their writing. Moreover, asserted by the teacher regarding the flexibility, it shaped students' critical thinking. She mentioned that:

*“Saya pikir ketika mereka diperhadapkan dengan tantangan ini, mereka akan cuek dan membuatnya asal jadi. Namun ini tidak, kadang mereka harus membuat bagaimana menempatkan gambar ini, memilih background, harus pakai apa ya, seperti kelompok ikan*

*kuah kuning memilih background Baileo, tu kreatif sekali. Itu kan berarti mereka berpikir bukan hanya kata-kata untuk menyusun procedure textnya, tapi hal-hal teknis juga sangat penting. Saya juga shock, kok bisa anak-anak bikin sekreatif itu ya”.*

*[“I thought that when they were encountered with these challenges, they would be indifferent and just make it haphazardly. But this was not the case. Sometimes they had to think about how to put the image, choose the background, and what to use. Like the Ikan Kuah Kuning group choosing the Baileo background, it was very creative. That means they were not just thinking about the words to compose the procedure text, but the technical aspects were also very important. I was also shocked, how could the students be so creative”.]*

Considering this evidence, the researcher believed that students were capable of producing creative writing provided that the learning aligned to their needs and wants.



**Figure 6.** Final Poster from Ikan Kuah Kuning after receiving feedback

During the learning process, students tended to depend on google for recipes or tutorials in making foods, drinks, a skincare routine, as well as steps to play traditional games. However, the classroom environment transformed into a healthy competition space. The students demonstrated high engagement as they observed other friends could complete the task independently. This fostered a competitive environment in the learning process, leading them to complete their own project without using external references. It was proven by the statement below that they revealed the originality in completing the task.

*“Dalam proses ini, siswa kelihatan serius sekali, mungkin juga berlomba lomba dengan teman lain, kelompok lain, jadi mereka tidak mau kalah, jadinya*

mereka juga termotivasi menggunakan Canva itu”.

[“In this process, students looked very serious, maybe they were also competing with other friends, other groups, so they do not want to lose, so they are also motivated to use Canva”.]



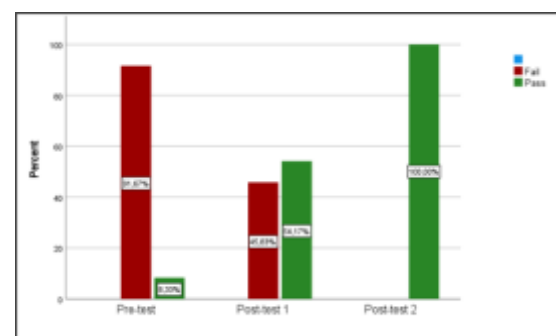
**Figure 7.** Different Canva products created by the students

Dealing with *elaboration and visual integration*, some students began to add more details for instance fun facts, notes, tips, additional elements like icons and pictures as well as required products. Compared to their procedure text in Cycle 1, the result indicates that not only were their writing abilities enhanced, but also they illustrated a significant improvement in their creative capabilities.



**Figure 8.** Additional information (fun fact) in students' poster

Ultimately, the observation result in Cycle 2 demonstrated a significant improvement in students' learning behavior. They were more active, independent, as well as creative during the learning process. This observation result provides the empirical foundation in evaluating the effectiveness of Canva in enhancing students' creativity and learning motivation. To elucidate the outcomes, the researcher provide a comparison of students' scores in Cycle 1 and Cycle 2 below:



**Figure 9.** The comparison of Pre-Tets. Post-Test 1, and Post-Test 2 scores

Figure 9 illustrated a comparison of students' writing scores between Pre-Test, Post-Test 1 in Cycle 1, and Post-Test 2 in Cycle 2 based on the Minimum Mastery Criterion (KKM) of 78. Clearly, a consistent improvement was indicated through 24 students' achievement results in writing procedure text from 8.33% in the Pre-Test to 54.17% in the Post-Test 1 during Cycle 1 and increased to 100% in the Post-Test 2 in Cycle 2. The treatment in Cycle 2 was categorized as success in terms of enhancing students creativity in writing procedure text. Considering the results, by integrating Canva in teaching and learning writing, the process shaped a positive learning environment, which prioritized students' needs and wants.

### Discussion

Writing in a foreign language is often a challenge for students, they must not only understand language structure but also be able to develop ideas and present it clearly. As explained by S. S. Ali & Ramana (2018), students frequently encountered difficulties in developing, organizing, and expressing their ideas within the context of English Language Learning. The similar challenges found as well in the initial observation of this research. The initial observation and Pre-Test result illustrated that most students encountered challenges in constructing procedure text in clear and logical steps. However, after the integration of Canva in writing activities, it was found that

Canva enhanced students' abilities in developing and presenting their writing in terms of procedure texts. The enhancement could be analyzed through several indicators of creativity, namely fluency, originality, elaboration, and visual integration.

In the aspect of fluency, the result of the research showed several students began to compose well-structured ideas in writing procedure text using Canva. Before the integration of Canva, most students had difficulty constructing logical and systematical steps, nonetheless Canva contributed in fostering students' creativity. They were more capable of exploring and expressing the features and templates of Canva. This is in line with the concept of creativity by Torrance in Cummings & Blatherwick (2017), which asserted that fluency refers to several ideas that can be expressed by individuals that encourage in a meaningful manner. By the visual support provided by Canva, students were able to construct procedure text logically.

Delve into the aspect of flexibility, the majority of students revealed limitations in developing a variety of ideas in writing procedure text. Based on the result of the test and observation, several students had a tendency to produce their procedure texts only with limited topics, namely culinary. However, during the learning process, they realized that procedure text was not confined to culinary context but it touched up to DIY projects, daily routines, and gaming tutorials. In the theory of creativity, flexibility refers to



the ability to generate the ideas in some different point of views. This concept was explained by Torrance (2017), who mentioned that creativity is not only related to the number of ideas, but also the variety of the ideas. Therefore, Canva provided space to students to explore more ideas visually, however, they required teachers' guidance in developing flexibility of thinking.

Another point to consider is originality. The research found that several students had a tendency to rely on the internet as their references, such as google or wikipedia in cycle 1. They exploited it not only as references, but also they duplicated the existing context. However, in cycle 2, they were more aware of using their own procedure text by modifying the text and making it more attractive with the available icons, templates, elements, and fonts on Canva. This result was convinced by Guilford (1967), who asserted that originality was related to the abilities to express ideas, different from those commonly used. Canva provides an opportunity for students to express their ideas in a more engaging design through the combination of text and visual elements.

Furthermore, the result demonstrated that the majority of students initially failed to develop their ideas in more detail in procedure text. Their writing products generally contained text rather than additional information, which enriched their content of procedure text. In the theory of creativity, elaboration refers to the individual abilities to expand and deepen ideas by adding relevant

information. However, the students needed to practice writing more intensively to improve their writing skills. Regarding creativity, Canva assisted students in present text visually.

Apart from these four aspects, the research found a significant improvement in visual-text integration. Students were capable of combining text with icons, pictures, as well as other elements available on Canva. The integration between text and visual fostered students to deliver clear and interesting information. The result was in line with the theory of multimodality by Kress (2009), he stated that modern communication does not rely on text only, but also in a variety of visual modes to deliver the meaning. Hence, Canva allows students to express their ideas through the visual text combination in a more creative way.

As a result, this research illustrated that the integration of Canva contributed to the development of students' creativity in writing, specifically in assisting students to organize ideas and integrate text with visual elements. Although some aspects were necessary to be improved, the integration of Canva was evidenced in facilitating students a space to express their ideas more creatively in writing

### C. Conclusion

Regarding the result of the research, the analysis revealed that the implementation of Canva contributed a positive enhancement toward students' creativity in writing activity. The enhancement was illustrated through several indicators of



creativity, for instance fluency, flexibility, originality, elaboration, as well as visual text integration. Initially, students encountered some difficulties in composing clear and logical writing ideas. Furthermore, students exhibited limitations in developing well-structured ideas, combining visual elements and text, developing more creative and attractive writing as well. The visual design features available on Canva empower students to explore and express their writing concepts more willingly and innovatively. This medium provided a more engaging learning experience and enabled students to express their ideas more creatively through the combination of text and visual elements.

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