

"Teachers' Strategies for Using Canva to Enhance Writing Skills in EFL Classrooms"

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Pendahuluan

➤ Research Background

- The development of digital technology has driven major changes in the world of education, including in the teaching of English as a Foreign Language (EFL).
- One of the main challenges in EFL learning is improving students' writing skills, particularly in the genre of recount texts, which require an understanding of structure and the ability to organize ideas chronologically.
- Teachers need strategies and media that can bridge the gap between theory and effective writing practice.
- Canva has emerged as an innovative graphic design platform, offering various visual features such as templates, infographics, and storyboards that can be used as tools to support writing instruction.
- However, there is still limited research that explores in depth teachers' strategies in designing and implementing Canva as part of the writing learning process in EFL classrooms.
- Therefore, this study focuses on exploring teachers' strategies in using Canva to improve students' writing skills, particularly in recount texts.

Pendahuluan

➤ Previous Research Findings

- Amanda et al. (2024)

“Does teaching writing through Canva application assist students’ writing performance?”
Canva improves students’ writing structure and performance in EFL classrooms.

- Hadi et al. (2021)

“Teaching Writing Through Canva Application”

Canva serves as an effective scaffolding tool for teaching writing using visual templates.

➤ Research Gap & Uniqueness

- Previous research has focused on student learning outcomes rather than teacher strategies.
- There have been few studies highlighting the use of Canva for recount texts.
- This study explores teacher strategies in depth in the use of Canva in EFL classrooms.
- It uses qualitative data triangulation: interviews, observations, and document analysis.
- It makes a real contribution to constructivist-based digital learning practices.

Pertanyaan Penelitian (Rumusan Masalah)

1. What strategies do teachers use to design writing lessons with Canva?

Metode

QUALITATIVE RESEARCH

| ASPECTS | MY PLAN |
|------------------|--|
| Research Design | Case Study |
| Research Setting | Smp Bhayangkari 7 Porong has applied Canva as a learning media in English learning. |
| Research Subject | English teacher who uses Canva in classroom learning. |

Metode

| Semi-Structured Interviews | Classroom Observations | Document Analysis |
|--|--|--|
| Conducted with two experienced English teachers who use Canva in writing instruction. The interview explored aspects such as lesson planning, scaffolding, and challenges faced by teachers. | Classroom observations were conducted in a non-participatory manner to directly observe how Canva was used in the classroom, including teacher-student interactions and student engagement in the writing process. | Document analysis, in the form of lesson plans, student worksheets, and written assignments created using Canva. This analysis helps to see how Canva is integrated into the learning design and students' final products. |

Hasil

| Teacher Strategy | Description | Field Evidence |
|--|---|---|
| 1. Constructivist-Based Strategy | Teachers encouraged students to explore Canva independently and build their own understanding of recount texts. | Students selected templates and expressed ideas based on personal experiences. |
| 2. Identifying Students' Prior Knowledge | Teachers used preliminary tasks to assess students' initial understanding before integrating Canva. | Students wrote drafts manually; teachers identified common writing issues. |
| 3. Providing Scaffolding through Canva | Teachers provided pre-filled templates and guided students step by step using Canva features. | Visual templates structured around orientation–events–reorientation helped students organize ideas. |

Hasil

| Teacher Strategy | Description | Field Evidence |
|--|--|--|
| 4. Conceptual Change via Visualization | Canva supported students in understanding the recount text structure through visual aids and models. | Students' writing improved in coherence and sequence after using visual representations. |
| 5. Addressing Implementation Challenges | Teachers handled technical and digital literacy issues with adaptive strategies. | Teachers provided tutorials, rubrics, and one-on-one support during writing sessions. |
| 6. Fostering Collaboration and Interaction | Canva was used to encourage discussion, peer feedback, and collaborative learning. | Students exchanged ideas, shared designs, and worked in a cooperative classroom environment. |

Pembahasan

- Canva acts as a constructivist medium. Students actively build understanding through visual exploration and direct experience, in accordance with constructivist theory.
- Canva serves as a powerful scaffolding tool. Templates and visual features help students construct recount texts step by step.
- Conceptual changes occur in students. After using Canva, their writing becomes more coherent, ideas are better structured, and their understanding of recount texts deepens.
- Despite technical challenges such as internet access and digital literacy, teachers were able to overcome them with strategies such as tutorials, rubrics, and personal guidance.
- Canva also enhances collaboration and social interaction. Students are more active in discussing, providing feedback, and working together, in line with Bandura's social learning theory.

Manfaat Penelitian

- Canva is an effective medium for supporting writing instruction in EFL classrooms, particularly in recount texts.
- This study identifies key teacher strategies, ranging from constructivist approaches, identifying prior knowledge, providing scaffolding, facilitating conceptual change, addressing technical challenges, to encouraging student collaboration.
- Canva has proven to enhance student engagement, creativity, and understanding of text structure.
- In conclusion, appropriate teacher strategies in using Canva can have a positive impact on improving students' writing skills in EFL classrooms.

