Improving Students' Descriptive Writing Skills Through Collaborative Writing Using Canva Application

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Abstract

Developing descriptive writing skills equips students with the ability to communicate effectively enhancing their observation and critical thinking abilities. It encourages creative expression and fosters empathy and perspective-taking. These skills are valuable not only in academic settings but also in various personal and professional contexts, allowing students to effectively engage their audience and express themselves with clarity and impact. Thus, students need collaborative learning and appropriate instructional media to develop their descriptive writing perfectly. This study aims to determine whether the collaborative writing method using the Canva application can improve EFL students’ abilities in descriptive writing. This study used one group pretest and posttest design involving 32 students at one of the junior high schools in Gresik. The data was collected through pretest and posttest in the form of essays. The results of the paired sample t-test showed a significant value of .000 less than .05, which can be interpreted that there is a significant difference in the students’ pretest and posttest. It implies that the collaborative writing method using Canva fosters a dynamic, interactive, and visually stimulating learning environment. It also encourages their engagement by providing and receiving feedback. It makes their writing process more expressive, engaging, and influential that can contribute to educational research and pedagogical innovation in writing instruction. To sum up, collaborative writing using Canva application can improve students' descriptive writing skills since teachers can effectively instruct pertinent subjects to their students. Additionally, it serves as a source of inspiration for other scholars, encouraging them to delve into more profound investigations.

Keywords: Descriptive Writing, Collaborative Writing, Canva.

INTRODUCTION

Mastering writing is an essential English skill that students of English as a Foreign Language (EFL) in Indonesia should strive to acquire. Writing serves as a means for individuals to articulate their thoughts and emotions using lucid and comprehensible language that can be comprehended by all. Graham et al., (2013) state that writing is a very versatile tool that may be used to accomplish a various work. Even when we are not physically present with them, it enables students to retain close relationships with family, friends, and colleagues. People use writing to create imaginary
worlds, convey knowledge, tell stories, define themselves, deal with loneliness, and keep a diary of their experiences. Writing about one's thoughts and experiences can have positive effects on one's body and mind. Hastuti (2020) proposed that writing is defined as the ability to write an essay, paper or composition to express thoughts, ideas and feelings and convey them through words arranged into sentences. Sobari and Husnussalam (2019) also state that, writing is one of the talents that are the most challenging to acquire because students must accurately translate what they say into written words in accordance with social functions, language features and linguistic elements.

Although everyone learns to write in school, not everyone has strong writing skills. Writing ability is difficult because there are so many components that must be learned, such as vocabulary, grammar, and concepts. The first problem is that student work is hard to grasp because ideas are not expressed properly, and words and thoughts are not logically and appropriately arranged (Susanti et al., 2020). In previous research conducted by Wibowo and Eka (2022), even if the students are strong in vocabulary and grammar, they won't be able to write successfully if the topic is still unclear, when providing writing text materials to students, particularly descriptive writing, this research also identified a number of issues.

The second problem results from bad writing due to a lack of organization and word knowledge. Students' lower motivation is still another issue. The most frequent problems in writing are caused by poor syntax, lack of coherence, lack of vocabulary, lack of concept development, poor subject choice for sentences, technical issues, poor organization, and inappropriate language use (Ahmed, 2019). Despite students' ability to demonstrate syntactic, lexical, and grammatical proficiency in their written compositions, the lack of coherence in their texts hinders the effective communication of ideas, thereby diminishing their credibility. The most common issues that prohibit writing effectively are grammatical ones. Because they do not understand grammatical rules, students struggle with grammar. Such skill-focused teaching strategies that have an impact on students' grammar learning should be adopted by teachers.

With the problems found in several studies regarding students' writing skills, a solution is needed so that problems in students' writing skills can be resolved properly. The success of writing may also be influenced by outside circumstances, such as how much time teachers have to explain the content and how frequently they teach in large classes (Ariyanti, 2016). The desire to read books, articles, periodicals, or newspapers, particularly English literature, is lacking in many students. They are at a loss for words. Therefore, it is really challenging for them to develop writing. Every lesson where they are required to compose texts raises these issues. Additionally, the teacher does not have enough time to instruct, clarify, and individually grade each student's written work.

Seeing that there are problems related to students' writing skills, this study will provide a solution to this problem through collaborative writing. The reason why researcher want to use collaborative writing in overcoming problems experienced by students in writing is because through collaborative writing students can exchange ideas with other students then they can learn to use grammar, spelling, structure and also, they can exchange motivation in writing. Then, through collaborative writing the teacher will also be better able to monitor the progress of students' writing by providing meaningful feedback and will make students enthusiastic about working on their writing. Collaborative writing also promotes active engagement and participation among students, leading to a deeper understanding of the subject matter. It encourages students to exchange ideas, share knowledge, and learn from one another, fostering a more comprehensive learning experience. Collaborative writing often sparks creativity as students brainstorm ideas, explore different approaches, and combine diverse perspectives. Through collaboration, students
can tap into each other’s creativity, leading to innovative and imaginative outcomes. Moreover, collaborative writing necessitates effective communication and coordination among group members. Students learn to express their ideas clearly, actively listen to others, and negotiate and compromise when necessary. These skills are valuable in academic, professional, and personal contexts.

As explain by Storch (2019), co-writers are required to take part in all stages of the writing process as well as share ownership of the finished result while engaging in collaborative writing. Many experts believe that collaborative writing is an effective teaching strategy and strongly advocate its use in writing classes. Numerous studies from around the world recommend the use of collaborative writing in writing classes as an effective teaching strategy (Dobao, 2012). Collaborative writing, based on Lowry et al., (2004), is a group activity where participants collaborate, communicate, and negotiate to produce a single text while focusing on a single goal.

With the rapid development of technology, collaborative writing is not only limited to using paper or books but collaborative writing can be done with technology that can be utilized by students. In previous research conducted by Dal (2021), most of the students felt that the advantages of the online collaborative writing tool, such as social learning, motivation, interaction, sharing ideas, and product and process efficiency, outweighed the disadvantages, such as social loafing, conflicts, software, and personality difficulties linked. Along with greater levels of motivation and interaction, the students reported enjoying themselves while using the tool.

Thus, this study uses an online application to let students and members of their groups complete group projects inside of the classroom. This study uses an application or website called Canva. Elsa and Anwar (2021) explain that more than a million images, graphics, and fonts are available for drag-and-drop use in Canva, an online graphic creation tool. Canva itself provides many features that support the implementation of collaborative writing, starting from the sharing feature with fellow friends so that in one group they can work on the same file, then there is the comment feature, and many others. Canva's application in collaboration also enhances visual communication, facilitates collaboration and co-creation, saves time, maintains brand consistency, provides easy accessibility and sharing, integrates with other tools, and offers versatility and flexibility in design creation. These benefits contribute to improved productivity, professionalism, and creativity within student’s collaboration. So, it can be concluded that Canva is very suitable to be used for implementing collaborative writing for EFL students who nowadays cannot be separated from technology, because students are more interested in technology-based learning rather than learning using printed books.

Then, with Canva's many features in implementing collaborative writing, this study will use Canva to see whether this application can improve EFL students' descriptive writing skills. Through descriptive writing, students learn how to engage readers, improve communication, enhance understanding, create emotional connections, stimulate creativity, develop observation skills, improve writing proficiency, and leave a lasting impression. These benefits make descriptive writing an essential skill for students across various genres and forms of writing. The researcher wants to use descriptive writing in this study because descriptive writing is very useful for EFL students. Descriptive writing will be very suitable for making in Canva through collaborative writing because these students will collaborate on their knowledge of the topics they will write about, then by using Canva application they can add lots of decorations or images that will support their writing. In this study, students will use descriptive writing to describe an event.

Several studies have mentioned Google Docs was an easy-to-use learning instrument, and they all had positive attitudes towards collaborative writing activities and high levels of group
participation (Suwantarathip and Wichadee, 2014). Rashid, Yunus, and Wahi (2019) add that Padlet can promote collaborative writing in online learning among students that are enhancing language accuracy via peer-assisted learning. However, there are no technology and media research studies have been conducted in EFL institutions regarding the use of the Canva application for collaborative writing. In order to cover a gap in previously conducted research, this study will employ the Canva application to implement collaborative writing.

Therefore, this study intends to determine whether there is an improvement in students' descriptive writing between before and after implementing collaborative writing using Canva application. Furthermore, the purpose of this study is to learn what the students think about the use of collaborative writing using Canva in writing lessons. The research question in this study is; Can collaborative writing using Canva application improve students' descriptive writing skill?

Research on the use of collaborative writing with Canva application to enhance student descriptive writing is crucial for several reasons. Firstly, such research helps to determine the effectiveness of Canva application as a tool for improving students' descriptive writing skills. By investigating its impact on students' ability to effectively describe and convey information, researchers can provide evidence-based insights into the benefits and limitations of using Canva for this purpose. Secondly, research in this area allows educators to understand the specific strategies and techniques that can be employed within Canva application to enhance descriptive writing. It provides guidance on how to effectively structure collaborative writing tasks, provide feedback, and utilize Canva application features and templates to support students in developing descriptive language and vivid imagery. Moreover, conducting research on collaborative writing with Canva application encourages further exploration and innovation in the field of educational technology. It can inspire the development of new tools, features, or instructional approaches that leverage technology to improve students' descriptive writing abilities. Ultimately, the urgent need for research in this area lies in its potential to inform educational practices and empower educators with evidence-based strategies to enhance student learning outcomes in descriptive writing.

METHOD

This research was carried out using the one group pretest and posttest design. This research design was chosen to examine the statistically significant improvement in students' descriptive writing between before and after implementing collaborative writing using Canva application. The reason why the researcher used the "one group pre-test and post-test" design was because the researcher just wants to know the impact of using the collaborative writing method using the Canva application on students' descriptive writing skills without comparing it to other methods. The research results only apply to samples that have been selected which are located in one of the junior high schools in Gresik where the research is conducted.

The population of this study was 320 students from grade 8th of Junior High School. Using a method of purposive sampling, the researcher took a sample from the population because he or she believed that the sample accurately represented the extant population and already knew the sample's characteristics. This comprehension of student character was gained through participation in PLP activities at the same junior high school as the researcher. Through this PLP activity, researchers can directly observe each student's characteristics.

The purposive sampling procedure involves intentionally selecting samples from a population based on the belief that the chosen sample is representative of the population. This approach is adopted because the researchers possess prior knowledge regarding the characteristics of the
sample, enabling them to conduct a comprehensive investigation into the distinct attributes or experiences of the subgroup.

By employing this sampling strategy, a cohort of 32 students was chosen. Researchers can frequently undertake more comprehensive studies of each individual when working with lower sample numbers. This facilitates a more profound and comprehensive comprehension of the attributes or encounters of the person. The study was carried out in a junior high school located in the urban area of Gresik. The present study was carried out at a junior high school located in the urban area of Gresik. The duration of the study spanned a period of one month, commencing on February 27, 2023, and concluding on March 27, 2023. The duration of the treatment spanned a period of four weeks, encompassing two appointments for the initial assessment and four subsequent meetings for the administration of the treatment.

The research instrument used in this study was a test. The pre-test and post-test in form of essay are used to measure the improvement of students' descriptive writing skills before and after using the collaborative writing method with the Canva application. The validity test of the instrument was carried out using content validity before giving the test to the sample. An expert in the field of teaching English provides an evaluation of the test items to be given, the results of the validity tests that have been carried out indicate the need for minor improvements to the test items. In order to assess the reliability of the instrument, an evaluation was performed involving ten students who belonged to the same grade as the research participants. The obtained scores were subsequently analyzed using Cronbach’s Alpha formula, which yielded a reliability coefficient of 0.807. This outcome suggests that the instrument is appropriate for administering both pre and post-tests, demonstrating its reliability.

To collect data, researchers carried out several stages which can be seen in table 1 below.

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Activities</th>
<th>Figures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-test</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher assigns students to small groups, instructing them to use Canva to learn descriptive writing. After completing, the teacher questions each group and provides an explanation.</td>
<td><img src="image1.jpg" alt="Figure 1" /></td>
</tr>
</tbody>
</table>
Students will engage in learning activities with group friends to explore descriptive writing, its social function, text structure, and linguistic elements. The teacher will provide a question-and-answer session, explain descriptive writing material, and provide examples for analysis. The teacher will also introduce the concept of collaborative writing, allowing students to analyze descriptive writing together.

In the third meeting, students will explore descriptive writing by defining topics and planning stages. They will create paragraphs addressing these concepts without worrying about spelling or grammar errors. The teacher invites each group to share their completed writing with their classmate using the Sharing with team feature, promoting communication and sharing. Students will receive feedback and revisions, and the final draft of their essay will be submitted for grading and additional feedback.

Students collaborate on a chosen topic in descriptive writing, focusing on social functions, text structure, and linguistic elements. They use Canva for assignments, following the collaborative writing method from the previous meeting.
The data would be analyzed using paired sample T-test because the researcher applied one group pretest and posttest design. Before the researcher conducted a paired sample t-test, a normality test was first conducted using the Shapiro-Wilk test using SPSS Statistic 22 because the number of participants is less than 50. From the data obtained, the Sig value of the Pre-test is 0.082 while the Sig value of the Post-Test is 0.527. It can be concluded that the data is normally distributed because both are more than 0.05. Thus, it can be continued for a paired sample t-test analysis using SPSS. The researcher performed a paired sample t-test to compare the means of the pre-test and post-test scores. If the sig. (2-tailed) value is equal to or less than 0.05, the alternative hypothesis is accepted, indicating a significant difference between the pre-test and post-test mean scores and indicating that the treatment was successful.

FINDINGS AND DISCUSSION

After conducting the research, the following is the result of the research on students' descriptive writing skill through collaborative writing using Canva application.

Findings

Table 2 shows the results of the pretest mean score of students before using the collaborative writing method with Canva application is 69.56 while the average post-test score of students after using the collaborative writing method with Canva application is 81.62. So, from the results shown, collaborative writing method using Canva application can improve students' descriptive writing skill. Thus, the mean score of post-tests has increased after students got the treatments.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>pretest</td>
<td>69.56</td>
<td>7.729</td>
</tr>
<tr>
<td></td>
<td>posttest</td>
<td>81.62</td>
<td>5.392</td>
</tr>
</tbody>
</table>

After that a paired sample t-test examined whether there was a significant difference in the students' descriptive writing skill between the pre-test and post-test after using collaborative writing method on Canva. The results of the paired sample t-test analysis are presented in the following table.

Table 3. Students’ improvement between pretest and post test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean n Mean Lower</td>
<td></td>
<td>t df</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Table 3 shows students’ improvement of writing skills between pretest and posttest. It has shown that the result of significant 2 tailed value is 0.000. Since the Sig. (2-tailed) value is less than 0.05, it can be concluded that there is a significant improvement in students’ descriptive writing skill after the use of collaborative writing method in Canva application. There was a significant difference between the pre-test and post-test scores. This indicates that the use of collaborative writing through Canva application significantly improves students' descriptive writing skill. Therefore, it is said that the alternative hypothesis (Ha) is accepted, indicating the success of the treatment.

For further explanation of what aspects has improved after the use of the collaborative writing method with the Canva application can be found at table 4. The researcher calculated the average obtained by the students from the most perfect answers, which means that in each aspect there is almost no or no incorrect writing, in the pre-test and post-test results to check the students' performance in the eight aspects of reading comprehension.

There are 5 aspects of descriptive writing that are taught to students during treatment. The first aspect is content, which is the essence of descriptive writing because it helps the writer to communicate information clearly, in detail, and describe the object or topic as well as possible so that readers can understand it well. The second aspect is the organizational aspect. This aspect is the foundation that allows rich and detailed information to be conveyed effectively to readers. With good organization, writers can optimize the reader's experience and ensure that the message they want to convey is conveyed clearly and efficiently. The next aspect is grammar, using correct grammar will help ensure that the description the writer wants to convey can be well received by the reader and achieve its goals effectively. Vocabulary is the next aspect of descriptive writing, the use of appropriate and varied vocabulary can turn a simple description into something more in-depth, interesting and convincing. Therefore, it is important for writers to pay attention to vocabulary aspects in an effort to create stronger and more effective descriptive writing. The final aspect taught in descriptive writing using the Canva application is the mechanical aspect, by including mechanical details, readers can more easily understand the subject or object being described. More detailed information helps form a clearer picture in the reader's mind.

### Table 4. Students Achievement in pretest

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Level of Mastery</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent</td>
<td>25</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>20-24</td>
<td>5</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>15-19</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>&lt;14</td>
<td>21</td>
<td>66%</td>
</tr>
<tr>
<td>Organization</td>
<td>Excellent</td>
<td>25</td>
<td>20</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>20-24</td>
<td>7</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>15-19</td>
<td>5</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>&lt;14</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grammar</td>
<td>Excellent</td>
<td>15</td>
<td>6</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>10-14</td>
<td>21</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>6-9</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>&lt;5</td>
<td>3</td>
<td>9%</td>
</tr>
</tbody>
</table>
Based on table 4, it can be seen that the highest score in the content aspect, namely 25, was obtained by 2 students. A score of 25 was obtained by 5 students in the organizational aspect. Then in the grammar aspect, 6 students got a score of 15. Furthermore, in the Vocabulary aspect, 7 children got the highest score, namely 15. In the last aspect, namely the mechanics aspect, there were 6 students who got a score of 20.

Based on table 5, after receiving treatment on each aspect of descriptive writing, there was an improvement in several aspects taught. In the content aspect, 8 students managed to get a score of 25. There was a rapid increase in the organizational aspect with 21 students getting a score of 25. Then in the grammar aspect, 13 students got a score of 15. Furthermore, in the Vocabulary aspect, 16 students managed to get the highest score, namely 15. In the last aspect, namely the mechanics aspect, there was a drop to 4 students who got a score of 20.
Table 6. Student Achievement in Descriptive Writing Aspects

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>6%</td>
<td>25%</td>
</tr>
<tr>
<td>Organization</td>
<td>62%</td>
<td>66%</td>
</tr>
<tr>
<td>Grammar</td>
<td>19%</td>
<td>41%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>22%</td>
<td>50%</td>
</tr>
<tr>
<td>Mechanics</td>
<td>19%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Table 6 shows the mean number of students who answered perfectly for each aspect. The data provided suggests that there was an improvement in the students' performance across all descriptive writing elements.

The first aspect showed that the Content aspect had the lowest performance score in the pre-test findings, with just 6% of respondents answering perfectly. Meanwhile, in post-test results, the percentage of perfect answers is increasing to 25%.

The second one is the organization aspect, in this aspect, the average student was able to organize descriptive writing well, as evidenced by the pretest score of 62% and the posttest increased to 66%.

The next aspect is grammar that became one of the students' weakest aspects before receiving treatment, with only 19% of students getting a perfect score. After giving the treatment, the posttest score of the students rose quite high with an average of 41% of respondents being able to write grammar perfectly.

The next is the vocabulary aspect. During the pretest, 22% of students got a perfect score, after giving treatment, 50% of students got a perfect score at the posttest.

The last aspect is mechanics, which is a tricky aspect for students, because they don't pay too much attention to the small details in their text. During the pretest, 19% of students got a perfect score, but after the posttest, it decreased to only 12% of students who got a perfect score.

By increasing students' abilities in 4 out of 5 aspects, it shows that the use of the collaborative writing method through the Canva application can improve students' descriptive writing skill.

Discussion

The findings of this research indicated a significant improvement in the post-test scores after implementing the collaborative writing method using Canva in students' descriptive writing. The analyzed data shows that students achieved higher scores in post-test when using collaborative writing through Canva application as a tool in writing descriptive text. Collaborative method allows students to exchange ideas, share knowledge, and learn from one another to foster a more comprehensive learning experience (Susanti et al., 2023). Collaborative writing often sparks creativity as students brainstorm ideas, explore different approaches, and combine diverse perspectives. Through collaboration, students can tap into each other's creativity, leading to innovative and imaginative outcomes. Moreover, collaborative writing necessitates effective communication and coordination among group members. Students learn to express their ideas clearly, actively listen to others, and negotiate and compromise when necessary.
This study has the same results as previous studies, conducted by Sukirman (2016). The use of collaborative writing to educate cause/effect essays by giving the teaching procedures from pre-writing to post-writing. According to the findings of this research, there are three sorts of tasks that can be designed for students: 1) higher-level thinking tasks, 2) specialization of labor tasks, and 3) specialty or expertise-based tasks. It also includes a number of strategies for teaching writing, including: 1) group single-author writing; 2) logical single writing; 3) parallel writing (separated into two types: vertical division conjunction writing and categorized division parallel writing); 4) receptive writing; and 5) mixed mode writing. So, from this finding can be concluded that by employing these strategies and tasks, teachers can effectively facilitate the learning of cause/effect essay writing through collaborative writing. This approach encourages active participation, critical thinking, and the development of both individual and teamwork skills among students.

It is also proven by Pham (2021) that collaborative writing improved students' writing proficiency in terms of the number of words used in jointly and separately produced papers. Using the collaborative writing method also improved students' abilities in each component, especially in the content aspect to 50% after treatment where before getting the treatment only 22% of students answered perfectly. With the increase in students' ability to process words, other aspects also improved. With the ability to process words, students' ability to create story content increased to 25% after previously being the lowest aspect.

To facilitate the implementation of collaborative writing with students and also to make students more interested in creating descriptive writing, Canva application is used as a collaboration tool. This is supported by Canva's features which are very useful for student writing activities both individually and in groups. It is in line with Utami and Djamdjuri (2021) Canva offers a variety of advantages for students, including the ability to increase their enthusiasm in the classroom, particularly in writing classes, the ability to create original designs, and a host of other advantages. It's important to note that while Canva can be a valuable tool for supporting students' writing abilities, it should be used in conjunction with other writing instruction and practice. Canva serves as a complementary tool that enhances the visual and creative aspects of writing, but it does not replace the fundamental skills of organizing thoughts, constructing coherent arguments, and using proper grammar and syntax.

Based on the research that had done by Susilawati and Chairunnisa (2019) it is clear that students like using Canva and think it has a lot to offer in terms of enhancing their writing abilities. While Canva is a powerful tool for enhancing writing abilities, it is important to emphasize that it should be used strategically and in conjunction with comprehensive writing instruction. Teachers should guide students in using Canva effectively, ensuring that the visual elements enhance and support the written content rather than overshadowing it. By integrating Canva into the writing process, students can harness its potential to improve their overall writing skills and produce compelling and visually engaging work. This statement has similarities with the results of this study.

Canva is a powerful tool for students to enhance their descriptive writing skills. By incorporating Canva's visual elements, students can create visual prompts, storyboards, and organization tools that spark discussions and brainstorming sessions. This approach promotes a shared understanding of grammar principles and encourages accurate application in their writing. Additionally, Canva's vast collection of fonts, images, and design elements allows students to visually enhance their vocabulary in descriptive writing. By collaborating on vocabulary posters or flashcards, students can explore a wider range of descriptive words and phrases, fostering peer learning and enhancing their understanding of mechanics conventions. By incorporating Canva
into collaborative writing activities, students can benefit from the visual and interactive nature of the tool, enhancing their descriptive writing skills and fostering a more engaging and effective learning experience. In conclusion, the Canva application with collaborative writing is very effective in improving the descriptive writing skills of grade 8th students at one of the Junior High School in Gresik, especially in presenting ideas, structures, vocabulary, and grammar. Students can learn about descriptive writing with their friends by using Canva. With the Canva application, students are supported with many features ranging from comments, sharing features with friends, being able to send assignments directly to the teacher, photos, templates, etc. On the other hand, students can use Canva as an entertaining and easy-to-use app.

The limitation of this research is that it only employs one group, covering pre test, treatment and post test. Consequently, the scope of this study is limited to assessing students’ writing abilities before and after a given treatment, utilizing the Canva application, in order to determine whether their writing has improved. In this study, the researchers employed a single-group design for the pretest and posttest, preventing us from comparing the effects of multiple groups, such as the control and experimental groups. In addition, the limited number of students receiving treatment restricts the scope of research into other variables.

CONCLUSION

This study reveals there was a students' improvement in descriptive writing skills using collaborative writing and the use of the Canva application because students could broaden the range of ideas about the content of the writing. Students could directly write and express their ideas in the same template in the Canva application. It also motivates students’ engagement in collaboration to accomplish their writing since it provides lots of interesting paper templates. Canva makes students be more creative in writing since it provides many pictures and photos that support them in collaborative writing activities with their groups. Every group can revise their work directly after they have sent it to a teacher and they could get feedback. Thus, Canva really supports student collaborative writing because they can be directly involved in the writing process. Finally, students could improve their descriptive writing skills since they could share and discuss their work to accomplish their composition. This study implied that incorporating technology into education, such as the Canva application, can have positive effects on student learning outcomes, creativity, and collaboration. It also increases the effectiveness and efficiency of the instruction and learning process. Since this study was conducted with a small sample size, it is recommended that future researchers conduct the same study with a larger sample size and population to increase the generalizability of the research results and contribute valuable insights to the scientific community and society.

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