THE TEACHER'S PERCEPTION OF USING THE CANVA APPLICATION IN TEACHING CREATIVE WRITING

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Abstract: This research reported on the teacher's perception of using the Canva Application in teaching creative writing in an Islamic Senior High School in Ciamis. The aim of this research was to investigate the teacher's way to use the Canva Application to teach creative writing and to identify the teacher's perception of using the Canva Application to teach creative writing. A case study design was engaged in this research. By means of a purposive sampling technique, an English teacher was selected as the research participant in an Islamic Senior High School in Ciamis. The research instruments constructed consisted of observation and interviews. There were two data analysis techniques obtained, including conversational analysis and triangulation analysis to analyze the data. The findings showed that the teacher employed seven steps to use Canva Application in teaching creative writing. It also indicated that the teacher responded positively on the use of the Canva Application in teaching creative writing since it was useful for both the teachers and the students.

Keywords: *Canva Application; Teaching Writing, Creative Writing; Islamic Senior High School*

INTRODUCTION

Writing is certainly an important element of learning English as a foreign language. It is the competence to put forward ideas on paper and make meaningful and clear ideas. In line with this, "writing is seen as a non-linear, exploratory, and generative process whereby writers find and reconstruct their ideas as they try to deliberate meaning into a paper" (Manchón, 2011, p. 18). In other words, writing is defined as an important communication skill since it can put out ideas and meanings to others by expressing them in a good text. Meanwhile, this skill is the reflection of the students' advances in educational background, everyday activities, and global society. In line with this, "writing skill is an indicator for academic achievement and a basic need for participation in

society and the global economy" (Graham & Perin, 2007, p. 3). Thus, writing is a powerful path of learning because it is an interpreter for academic achievement.

Writing is an essential skill that needs to be acquired by students and becomes the main issue for students in Indonesia. Similarly, "the competence of writing skills in English has important priority for many higher education students including in the Indonesian curriculum" (Yundayani et al., 2019, 169). In short, students in Indonesia should master writing skills for written communication and academic writing purposes. Likewise, "writing is one of the productive English skills that EFL students in Indonesia must learn in written communication and academic writing purposes, such as; letters, essays, papers, articles, journals, etc." (Paulia, 2021, p. 95). In addition, writing should be learned by higher education students in Indonesia for written communication and academic writing purposes in writing various written texts.

However, based on a preliminary study conducted by the writer, most students in an Islamic Senior High School in Ciamis often have no idea about writing and they are confused about how to express their ideas. These problems derive from their difficulties with grammar, spelling, punctuation, or their ability to construct sentences and paragraphs. Furthermore, "for example, factors such as lack of writing experience, language deficiency, and low motivation may cause EFL students to encounter problems in writing" (Yundayani et al., 2019, p. 169). One of the causes of these difficulties is the results from some teachers who still use traditional ways of teaching writing that are often not attractive to the students. Likewise, "most of the pedagogy systems still rely on the outdated method of applying knowledge that relies on textbook-based approaches" (Pentury et al., 2020, p. 165). It is expected that the teachers can overcome their difficulties in teaching writing.

Thus, teachers should be creative in selecting media and materials that are used in teaching writing. One of the teaching media that can be employed in teaching creative writing is the use of technology. Similarly, "technology gives a significant impact on learning creative writing skills" (Pentury et al., 2020, p. 165). It means that the teachers can promote the students' creative writing skills by applying technology. Numerous technologies can be applied in teaching writing by using digital applications such as Canva Application. "Canva is defined as an online-based media that gives interesting designs in the form of available templates, functions, and various categories" (Salam & Mudinillah, 2021, p. 102). Moreover, it can stimulate creative writing because it provides attractive learning media.

Therefore, this research focuses on Canva Application because it allows the students to participate in creative writing. Likewise, "Canva allows students to participate in the creative process, such as creative writing, so that they can remember and repeat the information" (Christiana & Anwar, 2021, p. 63). Besides that, it has also attractive designs for them in learning writing. Similarly, "Canva is defined as an online-based application that gives attractive designs in the form of available templates, functions, and various categories" (Salam & Mudinillah, 2021, p. 102). In addition, it can be easily accessed by the teacher and the students attractive teaching and learning writing through their mobile phones and computers. In line with this, "Canva runs on mobile phones and desktop computers and it can be retrieved on desktop browsers and mobile applications" (Utami & Djamdjuri, 2021, p. 86).

Today, many discussions about the use of the Canva Application in teaching writing are available, as reported in previous studies conducted by Paula (2021), Christiana and Anwar (2021), Hadi et al. (2021). Paulia (2021) focused on the impact of using the Canva Application on students in learning writing skills, but it seems to lack pertaining teachers' perceptions of using the Canva

Application for teaching creative writing. Therefore, to fill this gap, the writer investigates the teacher's perception of using the Canva Application in teaching creative writing in an Islamic Senior High School in Ciamis. Besides that, Paulia (2021) applied a quantitative study using a pre-experimental study. Conversely, the writer applies a qualitative study using a case study. Furthermore, the previous study was conducted on 28 females and 13 males at Mts Al-Islamiyah, Ciledug. Conversely, this research is conducted on an English teacher in an Islamic Senior High School in Ciamis.

Christiana and Anwar (2021) focused on the impact of using the Canva Application on students in learning writing skills, but it seems to lack pertaining teachers' perceptions of using the Canva Application to teach creative writing. Therefore, to fill this gap, the writer investigates the teacher's perception of using the Canva Application in teaching creative writing in an Islamic Senior High School in Ciamis. Besides that, Christiana and Anwar (2021) applied a mixed-method study. Conversely, the writer applies a qualitative study using a case study. Furthermore, the previous study was conducted on English teachers in Loei Thailand. Conversely, this research is conducted on an English teacher in an Islamic Senior High School in Ciamis.

Hadi et al. (2021) focused on the impact of using the Canva Application on students in learning writing skills, but it seems to lack pertaining teachers' perceptions of using the Canva Application to teach creative writing. Therefore, to fill this gap, the writer investigates the teacher's perception of using the Canva Application in teaching creative writing in an Islamic Senior High School in Ciamis. Besides that, Hadi et al. (2021) applied a quantitative study using a pre-experimental study. Conversely, the writer applies a qualitative study using a case study. Furthermore, the previous study was conducted on 41 students at Mts Al-Islamiyah, Ciledug. Conversely, this research is conducted on an English teacher in an Islamic Senior High School in Ciamis.

Utami and Djamdjuri (2021), Sartika and Sunarti (2021), and Yundayani et al. (2019). Utami and Djamdjuri (2021) focused on the impact of using the Canva Application on students in learning writing skills, but it seems to lack pertaining teachers' perceptions of using the Canva Application to teach creative writing. Therefore, to fill this gap, the writer investigates the teacher's perception of using the Canva Application in teaching creative writing in an Islamic Senior High School in Ciamis. Besides that, Utami and Djamdjuri (2021) applied a descriptive study. Conversely, the writer applies a qualitative study using a case study. Furthermore, the previous study was conducted on ten students' at Senior High School Bingin Teluk. Conversely, this research is conducted on an English teacher in an Islamic Senior High School in Ciamis.

Sartika and Sunarti (2021) focused on the impact of using the Canva Application on students in learning writing skills, but it seems to lack pertaining teachers' perceptions of using the Canva Application to teach creative writing. Therefore, to fill this gap, the writer investigates the teacher's perception of using the Canva Application in teaching creative writing in an Islamic Senior High School in Ciamis. Besides that, Sartika and Sunarti (2021) applied a quasi-experimental method. Conversely, the writer applies a qualitative study using a case study. Furthermore, the previous study was conducted on 25 students at SMPN 1 Tanjung Emas. Conversely, this research is conducted on an English teacher in an Islamic Senior High School in Ciamis.

Lastly, Yundayani et al. (2019) focused on the impact of using the Canva Application on students in learning writing skills, but it seems to lack pertaining teachers' perceptions of using the Canva Application to teach creative writing. Therefore, to fill this gap, the writer investigates the teacher's perception of using the Canva Application in teaching creative writing in an Islamic

Senior High School in Ciamis. Besides that, Yundayani et al. (2019) applied a mixed-method study. Conversely, the writer applies a qualitative study using a case study. Furthermore, the previous study was conducted on 44 mid-intermediate college students in STKIP Kusuma Negara. Conversely, this research is conducted on an English teacher in an Islamic Senior High School in Ciamis.

Relating to the elaboration of previous studies, it is clear that Canva Application is a beneficial media in teaching writing, improving the student's writing skills and writing performance, and increasing the students' motivation in writing classes and the online teaching process. This research is the same in some points as those previous studies because it investigates Canva's Application in teaching writing. However, most of them are generally focused on the impact of using the Canva Application on students in learning writing skills, but it seems to lack pertaining teachers' perceptions of using the Canva Application to teach writing. Therefore, to fill this gap, the writer investigates the teacher's perception of using the Canva Application in teaching creative writing in an Islamic Senior High School in Ciamis. Besides that, most of them apply a quantitative study using a pre-experimental study and a mixed-method study. Conversely, the writer applies a qualitative study using a case study.

METHOD

The writer used a qualitative method in this research. In this case, "qualitative research emphasizes comprehension of social phenomena from the viewpoint of the human participants in natural settings" (Ary et al., 2010, p. 22). Regarding the purposes and research questions, a case study design was employed in this research. This study uses case studies using multiple methods, such as interviews, observation, and archives, to gather data" (Ijudin et al. 2021, p. 12). Moreover, a case study was used since the purpose of this research is to describe teachers' perceptions of using Canva Media in teaching creative writing.

Furthermore, the writer adopts a purposive sampling technique to choose the participant. In line with this, "a purposive sampling technique is a nonprobability sampling technique in which subjects considered to be representative of the population are included in the sample" (Ary et al., 2010, p. 648). It means that the writer should select the participants in this research based on her judgment that the participant gives the data needed. The writer took an English teacher in an Islamic Senior High School in Ciamis as the participant of the research. The English teacher was chosen because she used Canva Application in teaching creative writing previously.

The writer designed the research instruments comprising the observation and the interview. In running observation, the writer observed three sessions of the teaching and learning activity in the classroom using video recording. Dealing with observing the participants, the writer just observed them and did not involve them directly in the activity by recording all the activities on Canva Application. Therefore, the writer used visual recording to record the activities of teaching and learning writing by using Canva Application.

The interview was carried out with the teacher to support the result of the observation. The teacher was interviewed personally and she was allowed to express more about her perspectives, attitudes, opinions, and what she thinks or how she feels about the topic being researched that cannot be directly observed. Furthermore, there were six (6) questions in the interview which were adapted from Utami and Djamdjuri (2021, pp. 87-89). Furthermore, the writer took the role of the interviewer and the teacher as the interviewee. At the same time, all the interview conversation was saved by the writer using an audio recorder. After collecting the results of the instruments, the

writer analyzed them by using the conversational analysis which was taken from Dawson (2007, p. 123), and the triangulation analysis which is from Ary et al. (2010, p. 525).

Lastly, the writer analyzes the data including the conversational analysis which was adopted from Dawson (2007, p. 123), and the triangulation analysis which was adapted from Ary et al. (2010, p. 525). In this case, conversational analysis was employed by the writer to analyze the data from the recorded observation and the recorded interview. Meanwhile, the triangulation analysis was employed by the writer to triangulate the results from the recorded observation and the recorded interview.

RESULTS AND DISCUSSION

The data obtained from the observation and the interview was analyzed to answer the following research questions: 1) The Teacher's Steps in Using Canva Application to Teach Creative Writing; and 2) The Teacher's Perception of Using the Canva Application to Teach Creative Writing. The discussion will be elaborated in the following parts:

1. The Teacher's Steps in Using Canva Application to Teach Creative Writing

The first research question that the writer formulated in this research was implied in the following question: "How does the teacher use Canva Application to teach creative writing?" As it has been mentioned in the previous parts, the data from the observation were processed using triangulation with the interview data on the first and the second questions to get the answer to the first research question. The results of triangulation could be used to observe how the teacher uses Canva Application to teach creative writing.

The observation and the interview from the first to the second questions had been triangulated to answer the first research question. It was aimed to observe how the teacher uses Canva Application to teach creative writing. The findings showed that the teacher employed seven steps to utilize Canva Application in teaching creative writing. The teacher's steps in using Canva Application in teaching creative writing were described as follows: 1) definition and the advantages of the Canva Application were reviewed by her; 2) asking the students to open their handphones and log in to Canva Application to practice their creative writing skills based on picture design; 3) asking the students to look for the pictures designed about the famous people formed in Canva Application; 4) asking the students to visualize their narrative introduction by writing its description; 5) asking the students to write their introductory paragraph writing based on picture design formed in the Canva Application by giving them a guideline of text structures in completing paragraph writing; 6) asking the students to make write introductory paragraphs about narrative text based on picture design formed in Canva Application focusing on writing correction and grammatical checkers; 7) asking the students to create an infographic containing blog content based on pictures design formed in Canva Application and inviting the students to present their design in visual representation formed in Canva Application. Those steps had a similarity with procedures for teachers in teaching writing using Canva Application that was adapted from Paulia (2021, p. 95).

2. The Teacher's Perception of Using the Canva Application to Teach Creative Writing

The second research question that the writer formulated in this research was implied the following: "What is the teacher's perception of using the Canva Application to teach creative writing?" As it has been mentioned in the previous part, the data from the third to the sixth interview questions were triangulated to find out the answer to the second research question. The

results could be used to identify the teacher's perception of using the Canva Application to teach creative writing.

The interview data from the third to the sixth questions had been processed using triangulation to find the answer to the second research question. The purpose was to identify the teacher's perception of using the Canva Application to teach creative writing. The findings showed that the teacher responded positively to the use of the Canva Application in teaching creative writing because it was good for both the teachers and the students. Firstly, it helped the teacher in delivering writing materials to gain creativity. Secondly, it had also attractive designs that eased the teacher in teaching creative writing. Thirdly, it enabled the students to develop their writing ideas and motivation in writing. Fourthly, it also increased their active participation and engagement in the creative process of learning writing materials. Fifthly, it could be implemented to promote the students' writing ability and performance. Sixthly, it also saved time and is easy to use by the teacher and the students. Seventhly, it could be easily accessed by both the teacher and students in teaching and learning writing through their smartphones and computers. Eighthly, it was also a free application and provided many templates that could be used in teaching creative writing. Lastly, it enlarged the teacher's knowledge about the technology used in teaching creative writing.

Despite having several advantages in its use, Canva Application as a technology media has also several challenges encountered by the teacher and the students. In this case, they were difficult and uncomfortable to edit or correct their writing on handphones because of having a small screen. Besides that, the students were disordered about how to run Canva Application collaboratively to write. To solve these challenges, the teacher recommended they use school laboratory computers because of having a wide screen. In addition, the teacher provided them with adequate training and systematic instructions on how to use the Canva Application to figure out its design much better. This research focused on the teacher's perception of using the Canva Application in teaching creative writing in an Islamic Senior High School in Ciamis. The observation result had been compared and triangulated with the results of the interview on the first and the second questions to find the answer to the first research question.

The findings revealed that seven steps were used by the teacher in using Canva Application in teaching creative writing. Firstly, she reviewed the definition and the advantages of the Canva Application. Secondly, she ordered the students to open their handphones and login into Canva Application to practice their creative writing skills. Thirdly, she ordered them to look for the picture design formed in Canva Application and asked them to visualize their narrative introduction by writing its description. Fourthly, she ordered them to write their introductory paragraph writing based on picture design formed in the Canva Application by giving them a guideline of text structures in completing the paragraphs writing. Fifthly, she ordered them to make write introductory paragraphs about narrative text based on picture design formed in Canva Application focusing on writing correction and grammatical checkers. Sixthly, she ordered them to create an infographic containing blog content based on picture design formed in Canva Application. Seventhly, she invited them to present their design in visual representation formed in Canva Application. Moreover, those steps had similarities with the seven procedures for teachers in teaching writing using Canva Application that was proposed by Paulia (2021, p. 95).

The results of the interview from the third to the sixth questions had been interpreted and correlated to answer the second research question. The findings could be summarized that the teacher had a positive perception of the use of the Canva Application in teaching creative writing

because it helped the teacher in delivering writing materials and had attractive designs. Besides that, it enabled the students to develop ideas and motivation in writing, increased active participation, and engaged in the creative process. Furthermore, it promoted the students' writing ability and performance, saved time, was easy to use and had free access through their smartphones and computers. Despite having several advantages in its use, the Canva Application as one of the technology media has also several challenges because they were difficult and uncomfortable to edit or correct their writing on a handphone. Besides that, they were doubtful about how to use Canva Application in writing. To solve these challenges, the teacher recommended they use school laboratory computers and provided them with adequate training and systematic instructions on how to use Canva Application. Likewise, Manowong (2017, p. 117) suggested that teachers should offer acceptable training and systematic instructions on how to employ the designated online tools and enhance students' technical fluency using Canva.

To back up the findings of the current research, some relevant previous studies on the use of the Canva Application in teaching writing have been conducted. One of them is a study from Paulia (2021) that focused on "Teaching Writing through Canva Application at MTS Al-Islamiyah Ciledug." Paulia (2021) concluded that the use of the Canva Application is a beneficial tool for teaching writing skills. The findings of the previous study conducted by Paulia (2021) also supported the findings of the present research which found that the use of the Canva Application in teaching creative writing was useful for both the teachers and the students because it increased their active participation and promoted their writing ability and performance. In this case, the current study and the previous study carried out by Chen (2020) support to each other because they have a similar focus of the research on investigating the Canva Application in teaching writing.

Furthermore, the study about the use of the Canva Application in teaching writing was also constructed by Christiana and Anwar (2021) entitled "The Perception of Using Technology Canva Application as a Media for English Teachers Creating Media Virtual Teaching and English Learning in Loei Thailand." Christiana and Anwar (2021) found that Canva Application improves learning media effectively in the online teaching process. The findings of the previous study constructed by Christiana and Anwar (2021) also upheld the findings of the current research which revealed that the use of the Canva Application in teaching creative writing was advantageous since it enlarged the teacher's knowledge about technology used in teaching creative writing. In this case, the present result of the study is relevant with the previous study conducted by Christiana and Anwar (2021) because of having a similar focus of the research on investigating the Canva Application in teaching writing.

Other writers, a study about the application of the Canva Application in teaching writing was also carried out by Hadi et al. (2021) entitled "Teaching Writing through Canva Application to Enhance Students' Writing Performance." Hadi et al. (2021) found that Canva Application is a good medium to facilitate students to improve their writing performance. The findings of the previous study conducted by Hadi et al. (2021) also acknowledged the findings of the current research which found that the use of the Canva Application in teaching creative writing was helpful for both the teachers and the students because it increased their active participation and promoted their writing ability and performance. In this case, the present research is relevant with the previous research conducted by Hadi et al. (2021) because of having a similar focus of the research on investigating the Canva Application in teaching writing.

Meanwhile, a study about the use of the Canva Application in teaching writing was also conducted by Utami and Djamdjuri (2021) entitled "Teaching Writing through Canva Application

to Enhance Students' Writing Performance." Utami and Djamdjuri (2021) revealed that Canva Application is an effective medium to facilitate students advance their writing outcome. The findings of the previous study conducted by Utami and Djamdjuri (2021) also supported the findings of the present research which found that the use of the Canva Application in teaching creative writing was beneficial for both the teachers and the students because it increased their active participation and promoted their writing ability and performance. In this case, the similarity between this research and the previous study conducted by Utami and Djamdjuri (2021) due to the fact that investigating the Canva Application in teaching writing has been a similar issue.

Accordingly, a study about the use of the Canva Application in teaching writing was also conducted by Sartika and Sunarti (2021) entitled "The Effect of the Use of Canva Application Learning Media on the Creativity of Students in Language Studio Extracurricular Activities." Sartika and Sunarti (2021) found that the Canva application increases creativity in the language studio extracurricular activities at SMPN 1 Tanjung Emas. The findings of the previous study conducted by Sartika and Sunarti (2021) also upheld the findings of the current research which found that the use of the Canva Application in teaching creative writing helped the teacher in conveying writing materials to increase their creativity and involve in the creative process in learning writing materials. In this case, the relevance between this research and the previous study conducted by Sartika and Sunarti (2021) is because of having a similar focus of the research on investigating the Canva Application in teaching writing.

In addition, a study about the use of the Canva Application in teaching writing was also carried out by Yundayani et al. (2019) entitled "Investigating the Effect of Canva on Students' Writing Skills." Yundayani et al. (2019) revealed that Canva as a technology media assists students improve the quality of their writing performance. The findings of the previous study from Yundayani et al. (2019) also upheld the findings of the current research which showed that the use of the Canva Application in teaching creative writing was beneficial for both the teachers and the students because it increased their active participation and promoted their writing ability and performance. In this case, the present research is relevant with the previous study conducted by Yundayani et al. (2019) because of having a similar focus of the research on investigating the Canva Application in teaching writing.

CONCLUSIONS AND SUGGESTIONS

The present study revealed the first conclusion that the teacher used Canva Application in teaching creative writing to the students in an Islamic Senior High School in Ciamis. In this regard, seven steps were used by the teacher in using Canva Application to teach creative writing. The first step was starting the course by overviewing Canva Application as well as its advantages. The second step was ordering the students to log in to Canva Application through their handphones. The third step was ordering them to look for the pictures designed about the famous people formed in Canva Application and asking them to visualize their narrative introduction by writing its description. The fourth step was ordering them to write their introductory paragraph writing based on picture design formed in the Canva Application by giving a guideline of text structures in completing paragraphs writing. The fifth step was ordering them to make write introductory paragraphs about narrative text based on picture design. The sixth step was ordering them to create an infographic containing blog content based on picture design. The seventh step was inviting them to present their design in visual representation.

The second conclusion revealed that the teacher had positive perception on the use of the Canva Application in teaching creative writing. Despite having several advantages in its use, the teacher claimed that the Canva Application as one of the technology media has also several challenges. To solve these challenges, the teacher recommended them some suggestions on how to use the Canva Application to provide a better understanding of its design. The teachers are supposed to use Canva Application as the technology medium in teaching creative writing. In addition, the application of Canva Application can solve the students' difficulties in learning creative writing. The result of this research can provide some references for further researchers and those who are willing to conduct a search with a similar topic.

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