

EMPOWERING STUDENT'S CREATIVE WRITING ABILITY BY USING CANVA (A CASE STUDY RESEARCH IN ONE JUNIOR HIGH SCHOOL IN CIAMIS)

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Abstract: The present study was aimed to investigate how teacher teaches creative writing by using Canva and what are student's perception on the use of Canva as media in learning writing. The present study used qualitative design with the type of case study. The data were obtained through several sources such as observation which was conducted once to observe how teacher used Canva as media in teaching creative writing. The two others were questionnaire and interview that were employed to collect data about student's perception on the use of Canva as media. Eighteen students from 8th grade and one English teacher participated in this study. The observation data and interview were transcribed, coded, interpreted. Meanwhile, the questionnaire data was analyzed using Likert Scale measurement. The findings revealed that, to implement Canva in teaching writing, the teacher used constructivism. Moreover, from interview and questioner about student's perception showed that the use of Canva as teaching media could make them more motivated in learning and also enrich their knowledge in using media. Based on the findings, the writer suggested that teacher should use media, especially Canva in their teaching activity, to motivate their students and enrich their knowledge on using various digital media.

Keywords: Canva; Creative Writing; Teaching with ICT

INTRODUCTION

Writing has always been regarded as an important skill in the teaching and learning English as a Foreign Language (EFL). Writing reinforces learning in, thinking in, and reflecting on the English language. Writing became one of the primary media to communicate our work to our readers (DeLyser & Hawkins, 2014).

However, student find composing text in English very difficult because writing demands the utilization of many cognitive and linguistic skill (Rao, 2007). Writing is an extreme versatile tool that be used to accomplish a variety of goals. People can use writing to create imagined worlds, tell stories, share information, explore who they are, combat loneliness and chronicle their experience (Graham et al., 2013).

In addition, in many countries, little time is devoted to teaching writing or using writing as a tool to support learning. In intermediate grades, it is expected that student will learn write for multiple purpose and will use writing to recall , organize and building knowledge about content and reading across discipline specific subject (Graham et al., 2013). We can use writing to gather information, to transmit it and then spread it to worldwide (Graham et al., 2013). Thus, Chai (2006) states that writing can be a tool for prewriting activities and help the writer to produce an essay.

Humans use writing as a media to express their feeling, to create their imagined world and to ease their loneliness (Graham, Gillespie, & McKeown, 2013). This implies that writing activity involves creativity. Creativity always be studied and discussed from different perspective because creativity is a complex field. Because of this trait, there is no general definition of creativity (Michel & Stephanie, 2015). Creativity often described as thinking out the box. It can means, coming with new idea, new object or even new way to solving problem.

In curriculum 2013 (Rustandi & Rachlan, 2017), there are 4 texts that have been taught such as Descriptive text, Recount text, Narrative, and Procedure. In the present study, Recount text is utilized. Pradiyono (2007) as cited from Aji (2007) stated that Recount text is a text that retells past experience or past event. The purpose of recount text is to give information or to entertain the reader. Meanwhile, the generic structure of recount text are Orientation (usually tells the topic, the character and setting of time), Event (a chronological sequence about “What happened), and Re-orientation (writing the conclusion of the event and expressing feeling after having experience).

Today, many developers offers writing application to assist the authors in finishing their writing. When teachers teach writing in the classroom, sometimes they need to use various teaching models so that the student won't get bored (Johnson, Johnson, & Smith, 1991). Since computerized word processing to the writing process introduced, this tool has given significant benefits for authors/writers. Word processing application and desktop based publishing are capable to integrate Graphics and Images element into works (Leach & Newall, 2016) .

In this 21st century, where all technology or ICT (Information, Technology, and Communication) become part of human needs, technology can be a tool to assist in teaching, especially in Language Teaching (Mali, 2015). In this era, ICT also plays roles in providing the student with knowledge (Fitriah, 2018) because it consists of both internet-enabled sphere as well as artificial intelligence and robot (Rouse, 2018). Linways (2017) stated that mobile learning or m- learning has become trends that makes the learning unlimited in the classroom. Meanwhile, Pavitra (2018) and Mitra (2000) introduce multimedia which refers to a tool, app or software that uses various form of information like text, picture, video, audio, etc. to inform or entertain the reader.

Among popular app or software is Canva which is a free mobile application and web based application to design anything and publish anywhere. Teacher also can use Canva to engage their students and to make teaching- learning activity more interactive (FinancesOnline, 2019). Myers (2015) explain that Canva is a great simple graphic app; furthermore Myers added that there are several benefits from Canva including social media template. Before using Canva, the user must create an account at [www. Canva .com](http://www.Canva.com) or download the mobile version apk from official store.

There are several approaches to integrating ICT in the classroom; one of them is Constructivism. As stated by (Pourhosein Gilakjani, Mei Leong, & Nizam Ismail, 2013) constructivism is students centered approach where the student builds their own knowledge and teacher plays a role as an advocate in the teaching-learning activities rather than lecturing.

Study about the use of digital media has been conducted by Dumanauw, Sutapa & Salam (2018) and Fauzi (2017). The previous study employed WhatsApp while the present study utilized Canva. Meanwhile, Fauzi (2017) conducted the study on digital media and writing Recount text using Edmodo. Unlike the previous study, the present study uses Canva, involves larger participants, gathers information about student's perception and observes how teacher teaches their student by using Canva

METHOD

The present study use qualitative design with the type of case study as proposed by Creswell (2012) and Hancock, Ockleford, and Windridge (2009). Eighteen students and one English teacher participated in this study. To collect data about how the teacher teaches Creative Writing using Canva, the writer administered an observation. The questionnaire was also administered to the students after the teaching-learning process. The question consists of 5 questions with the type of Likert scale. The questionnaire and semi-structured interview were administered to gather information about student's perception on the use of Canva as media in learning Creative writing. In particular, the question for the interview consisted of 9 questions about student's perception on the use of Canva as media in learning Creative writing. The writer used a written note to gather interview data. The question for the interview was adapted from Graves (2008).

After administering the observation data, the writer first transcribed, coded, sorted, interpreted, concluded, and evaluated the data (Rossman & Rallis, 1998; Creswell, 2003). The data of questionnaire were analyzed based on the categories and presented through the percentage based on Hatch and Lazaraton (1999). After getting the interview data in written format, the writer first sorted it based on its content to make it easier to be analyzed (Rossman & Rallis, 1998). Finally, the writer generated a description from the data that was gathered (Creswell, 2003).

FINDINGS AND DISCUSSION

In this research, the writer conducted an observation to answer research question "How do teacher teach Creative Writing using Canva?" Furthermore, questionnaire and interview were utilized to answer research question number two, "What are student's perceptions on the use of Canva as media in learning writing?" The result of the data aforementioned are illustrated in the following parts.

Constructivism Learning Model to Teach Creative Writing

During the observation, the writer acted as non-participant observer. In this lesson, the teacher used both English and Indonesia language. All the teaching learning step is based on the lesson plan that the teacher has been made by the teacher. The teacher then delivered materials in previous session and reviewed it, after that, the teacher informed about that day's materials. This can be seen in Excerpt 1 :

Excerpt 1

Teacher : Today, we will use the gadget, so it wouldn't be something that makes the parents worried. Our parents always said " Why did you always play your smartphone? When will you learn?". And now, we will learn about how we can make a work with only using our smartphone. If we use netbook or PC, at least we must prepare about 3 million and if we want to use Laptop, it would be more expensive, about 7 million.

From Excerpt 1, it indicates that the teacher didn't directly teach creative writing to the students, but mentioned the scope, purpose and benefit of the lesson. This is relevant with Pritchard & Woollard (2010), who states that, since constructivist approach is concerned with building knowledge, there is an opportunity for dialogue or communication. To promote effective dialogue, teacher can use one of four forms effective dialogue. The first form is the dialogue which asserts or defined the learning structure. The teacher can start by introduction to topic, defining the scope and objective of the learning.

After the teacher delivered the scope, benefit and purpose, the teacher then deliver the material for that day. It can be seen in Excerpt 2 :

Excerpt 2:

- Teacher* : *All right, now you can open up your application. Today, we will review **Recount text**. Do you remember what is **Recount text**?*
- Student* : *Umm...*
- Teacher* : *Well then. In English lesson, **how many text that you have learn? Descriptive.....***
- Student* : *Argumentative, persuasive...*
- Teacher* : *Narrative, and the other one that will be our lesson today, **Recount text**.*

From Excerpt 2, it can be discovered that at the beginning of the lesson, when the teacher asked about student's understanding, the teacher invited the student to get involved in teaching learning process, through interaction between the teacher and student. This is also relevant with Pritchard & Woollard (2010), who says that to promote effective dialogue, teacher can giving one of four forms of effective dialogue by giving a question that can give the student challenge.

Later, the teacher asked about student's understanding about text by asking various example of the previous text that the students have learned. It can be seen by the Excerpt 3 :

Excerpt 3:

- Teacher* : ***Do you know Descriptive text?***
- Student* : *Yes, it describes...*
- Teacher* : *Yes. It describes something, then **how about Narrative?***
- Student* : *A Tale*
- Teacher* : *Yes, a tale, a fiction...and then **how about recount?***
- Student* : *Uhh...*
- Teacher* : ***Then I give you an example. Last holiday, I went to Pangandaran beach. I went there with my family. I step to the car at 7 o'clock. Two hours later, we took a rest in a rest town. So, from the example, Recount text is?***
- Student* : *About Experience*
- Teacher* : *Yes. So, it is about experience.*

From Excerpt 3, the teacher first asked for something about what kind of text they have learned along with its example. When the teacher asked about Recount text and the students has no clue, the teacher gave challenge to the students by giving example of the text and the students were asked to guess what kind of text. After the teacher gave the example, the students then could an guess what Recount text is.

After asking about what Recount text is, the teacher then asked about the characteristic of recount text. It can be seen by Excerpt 4:

Excerpt 4:

- Teacher* : *So, it is about experience, **one of the characteristic is...?***
- Student* : *Using own language?*
- Teacher* : *If the event happened in the past, then has it happened or not? The event happened in past or now?*
- Student* : *In the past.*
- Teacher* : *If it was past, then which tenses that we used in Recount?*
- Student* : *Simple present tense*
- Teacher* : *No, Present is for what is happening now, past tense for past event. One of characteristic of Simple Past Tense is...?*

Student 1 : *Using Verb 2.*
Student 2 : *Using Verb 2 Ma'am.*
Teacher : *Now, give me example of verb 2. Verb 2 for Word "Do"?*
Student : *Did*
Teacher : *Yes, Study?*
Student : *Studied*

From Excerpt 4, it shows that the teacher mentioning the characteristic of the Recount text. First, the teacher mentioned which tenses that was used in Recount text, later the teacher asked which verb form used in Recount text. Then, the teacher explained about regular and irregular verb as showed in Excerpt 5:

Excerpt 5:

Teacher : *So, in verb 2 form , there are two kinds of verb 2, Regular and Irregular. **The regular one, when one verb changed into verb 2, there is no change only... adding suffix -ed.** (Writing in the whiteboard). **The irregular one, when changing into verb 2, it changed the word, too.** (Pointed to the white board). For the example, if we meet word "study" then the verb 2 form is ...*
Students : *Studied*
Teacher : *Good. How about eat?*
Student : *Umm...*
Teacher : *Ate. So, for the irregular one, because we can't predict the verb 2 form. Try to memorize it, ok..*

From Excerpt 5, the teacher explained both regular and irregular verb by its characteristic. Then, the teacher asked the student to guess the verb 2 form from each word that the teacher mentioned. This is relevant with theory from Pritchard & Woollard (2010), who states that to control the discussion, teacher using Socratic Questioning strategy. This question also shown in the following Excerpt 6:

Excerpt 6:

Teacher : *Next, we will write our experience. Because experience happen in the past, we use past tense. One more characteristic, **Recount text use chronological sequence, so it written gradually.***
Student : *Yes Ma'am*

From Excerpt 6, the teacher started to explain about the Recount text. First, the teacher said that they would write their past experience; so the teacher asked whether it happened in the past or now. Later, the teacher explained that Recount text used chronological sequence. Furthermore, the teacher explained about the structure of recount text as show in Excerpt 7:

Excerpt 7:

Teacher : ***The structure of Recount text consists of Orientation, Series of Event and Re- Orientation.** You have learnt about it, haven't you?*

Students : *Yes, we have ma'am.*
Teacher : **Orientation consists of Who, when and where.** For example, *Last Sunday, I went to Pangandaran, in Pangandaran I... Last Sunday is When, I is Who and to Pangandaran is where.*

From Excerpt 7, the teacher mentioned about the structure of Recount text. The teacher explained that the orientation consisted of “Who”, “when” and “where”. The teacher added that “When” is about when the event happened, “Who” is about who is the participant and “Where” is about where the event happened.

Furthermore, the teacher explained about other structure of the Recount text, the Event as shown in the following Excerpt 8:

Excerpt 8:

Teacher : **Next, is event. Event is about what happened during the trip, for example what happened... what did you see along the way to Pangandaran... and what you see when in Pangandaran etc.**
Last is Re-orientation. Re-orientation is retelling the event that is mentioned before. So, the conclusion, Recount text consists of three part, Orientation, Event and Re-Orientation. Any Question?
Student : *No, Ma'am.*

From **Excerpt 8**, the teacher explained the remaining part of Recount text, the event and Re-Orientation. After that, the teacher concluded about the Recount text and ordered the student to open their gadget as shown in the following Excerpt 9:

Excerpt 9:

Teacher : **Now, open up your gadget, now we will learn about writing Recount text using Canva.** Now, because we will make a long text, **search for Newsletter template, then choose your favorite template.** You can add picture to your text. Any Question?
Student : *No, Ma'am.*
Teacher : *Good, Now, write a recount text using Canva and if you have finished, you can download it and submit to my E-Mail.*

From Excerpt 9, the teacher gave instruction to student. The instruction was about steps to use Canva and about choosing the template. Later, the teacher gave a task to each student to made a Recount text using Canva and submitted the task using E-Mail.

In the next session, every group began their discussion. To check student’s cooperation, the teacher approached every group. Every student did their task while the teacher monitored them. Then the teacher informed about time remaining. Because the time is up, the teacher said that the task would be homework. Consequently, they had to submit it to the teacher’s Email. Before closing the session, the teacher asked question about today’s materials as shown in the following Excerpt 10:

Excerpt 10:

- Teacher : Because time's up, the task will be homework. **Any Question?**
- Student : No Ma'am
- Teacher : Okay, So **what we have learnt today?**
- Student : Recount text and Canva.
- Teacher : So, **What are characteristic of Recount text?**
- Student I : Using verb2 and experience
- Teacher : Good, and **the structure of recount text are?**
- Student : Orientation, Event and Re- Orientation
- Teacher : **Any Question for Canva application?**
- Student : No.
- Teacher : Well, maybe that is from me for today, see you.
Wassallamu'alaikum wr.wb.
- Student : Wa'alaikum Salam Wr.wb..

From Excerpt 10, before closing the session, the teacher asked for the student's understanding about the material before closing the session. Then, the teacher asked for something about Canva application. After that, the teacher closes the session by saying "see you" and Wassalamu'alaikum wr.wb.

It has been discussed the finding from the observation. The writer found that before starting the main material, the teacher drew student's knowledge by giving them clue. This is relevant with theory from Gilakjani et al. (2013) who studied the teacher's use of technology and constructivism. In this case, the teacher used constructivism to build student's knowledge, followed by getting sense what they would learn, teacher 's explanation about the material. After explaining the material of Recount text, the teacher moved to the Canva and gave a task to the student. After the student finished their work, they send it through e-mail.

Students' perception on the use of Canva as teaching media

To answer research question number two, Questionnaire and Interview were employed. The questionnaire consisted of 5 questions with the type of Likert. The result of questionnaire will be presented in the following organization.

Table 1
The result of Questionnaire

No	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1	I enjoy writing with Canva	5%	84%	11%	0%	0%	100%
2	If I given a choice, I would prefer to do a writing project using Canva as the media	11%	53%	37%	0%	0%	100%
3	Writing with Canva as media helps me remember information more than traditional methods.	0%	68%	32%	0%	0%	100%
4	I enjoy working with other during writing project using Canva as media	11%	68%	16%	5%	0%	100%
5	I prefer writing on the book than writing on Canva.	5%	21%	58%	16%	0%	100%

From the Table 1, the result shows that 84% students agree and 11% students are Neutral on responding writing using Canva. Furthermore, 11% student strongly agree, 53% agree and 37% neutral when asked their preferable Canva than Note taking. The subsequent result of the questionnaire item showed that 68% of students agree that writing with Canva as media helps them

to remember information more than traditional methods; however 32% of them neutral towards the statement. In responding the fourth questionnaire, 11% strongly agree and 68% agree that working in group using Canva is enjoyable; the others, 16% responded neutral and 5% disagree with the statement. Finally, the last item showed that 21% agree that writing on notebook is preferable than writing on Canva, 58% responded neutral to the statement and 16% does not agree with that statement.

Based on data from questionnaire given in Table 1, the writer assumed that mostly student think writing on Canva is enjoyable and fun. In addition, it increases their motivation to learn writing through media that was used by the teacher. This is relevant with study that was conducted by Soedjatmiko & Taloko (2003) and Purcell et al. (2013) who states that the use of digital media encourages and increases their motivation in writing and also makes the student more creative.

After administering questionnaire, the writer interviewed 18 students. When they are asked “What do you think about Canva? And Why?”, mostly student said it is good and easy to understand; 6 students said that the app itself is very interesting and one student responded neutral. When asked the reason, mostly they said that the app itself helps them to make a text and makes their text more interesting by adding vector that was available in the app. However, one student said that the application itself is hard to use.

In responding the question of “What do you think about writing using Canva?” all students said it is fun and they like doing this project. Three students added that doing writing using this app help them creating colorful works.

The response of “What did you learn by doing writing using Canva?” all students said that they learn how to edit their writing to make it more interesting. One student added that they learn how to write properly.

The next question is “Have you ever done writing using other media? How was it different?”. Almost all students said that they have used different application, some of them mention the app like Picsay, Photogrid, CCP, VSCO, Cypro. However, five people said they never use app before. Then, when asked about the differences with Canva, six students said they like Canva because the app is easy to use; the rest said that they prefer other app because they get used to their favorite app.

When asked about “Do you believe writing using media Canva make your writing learning more meaningful? Why?”. Twelve students said they believe it because the application has nice interface; three students respond neutral because they have their own favorite app and one student said do not.

When asked about “Do you believe Canva was helpful in understanding creative writing? Why or why not?”. Sixteen students said yes; when asked the reason, mostly they said that Canva has attractive interface and easy command. Two students said no because they were not familiar with the application.

When asked about “Would you enjoy similar writing project in the future? Why or why not?”, eleven students said yes, because it was fun and enjoyable, some of them said that it is enrich their knowledge about using digital device and some said that it helps them to make a beautiful writing and so on. Four students said neutral and three students said not; two of them said that they did not like with the app and the other one found it consuming internet packet.

All eighteen students agree when asked “What does type teaching media that your teacher use?”. The reason is that their teacher mainly uses note taking and lecture, but sometimes they use various application like Canva, Picsay Pro, Photogrid, VSCO and Cypro.

Last, when they asked about “What type of teaching media is your favorite? Why? “, fourteen students said that they like using book or note taking very much, one student likes both digital media and traditional media (Note taking), and two students prefer using digital media. However, one of them prefers using other app than Canva.

From the interview result aforementioned, students mostly think writing using Canva is fun. When asked the reason, they said that Canva helps them creating colorful and nice works. They

also said that Canva is not only fun, but also becomes media to increase their knowledge of digital literacy. This finding also relevant with study conducted by Purcell, Buchanan, Friedrich, & Friedrich (2013) who state that using digital media not only increases their motivation in writing but also their skill in using technology.

CONCLUSIONS

The present study aimed to answer questions how does teacher teach creative writing using Canva as media and student's perception to the use of Canva as media so that the writer using a qualitative study Case study research to investigate the phenomenon. The writer using three instrument to answer each research question; they Observation, Questionnaire, and Interview.

The result from the study show that the teacher uses constructivism to teach the students. The teacher first build their knowledge first before jumping to the main topic. Further, student's perception about the use Canva as media, from questionnaire show that mostly student enjoy learning creative writing with Canva as media. The result from interview added that the student enjoy writing using Canva because Canva has nice interface and feature like make a colorful text, adding picture, etc.

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