

FOSTERING EFL STUDENTS' WRITING RECOUNT TEXT USING CANVA

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Abstract

Technology development recently impacted society and brought about specific changes in schooling. Technology is thus included in education, and teachers should use it in the classroom. In writing classes, Canva can be used. The purpose of this study was to evaluate Canva's effectiveness as a teaching tool for a recount text writing. A pre-experimental group pre-test post-test design was employed. To determine a research sample, cluster random sampling was applied. Class XI Teknik Mekatronika of SMK Negeri 1 Inderalaya Selatan was selected. To get the data, an essay-written test was employed and was evaluated by two raters using a writing scoring rubric. Effect size calculations and the t-test were used to analyze the data. The results showed that the t-obtained (7.30) was greater than the t-table (2.00) and the effect size result was 1.23. Due to the facilities offered by Canva, teachers urged students to use it to compose a recount text. As a result, Canva was a crucial tool for improving students' writing abilities. Besides, teachers should adapt Canva to each student's needs in order to provide regular feedback and assessment. By putting these ideas into practice, Canva may be used in the classroom to the fullest, fostering creativity and enhancing students' writing skills.

Keywords – writing, recount text, canva

Introduction

The advancement technology nowadays has been developed tremendously that influence every aspect of life, for instance, education. The application of technology in language learning has become widespread as well as presents tremendous potential language teachers, material creators, and syllabus designers in language teaching (Golshan & Tafazoli, 2014). Furthermore, technology-based language instruction is considered beneficial when it comes to teaching and studying a language (Kutlu, 2013). Consequently, technology should be used consistently and should be incorporated into linguistic practices (Boudjadar, 2015). In summary, language teachers, material authors, and syllabus designers have a tremendous amount of opportunity as a result of the extensive growth of

technology in many spheres of life, including education. Maximizing the advantages of technology-based language instruction and creating good language teaching and learning experiences depend on the constant usage and integration of technology in linguistic activities.

Writing as one of language skills must be mastered. Mastering English writing skills is essential for effective socialization and communication when expressing thought, feelings, and opinions. In fact, writing in the context of EFL instruction, is laden with challenges, since teachers frequently encounter students' unwillingness to express themselves in English through writing. Durga and Rao (2018) argue that writing is a complex cognitive activity that necessitates a high level of competence compared to three other English skills, therefore, students

who enhance their abilities will increase their chances of success in learning English. For many EFL students who have not been exposed to the real language outside of class, writing is a difficult task. Previous research claimed that issues such as a lack of writing experience, a language shortage, and a lack of enthusiasm can cause EFL students to struggle with writing (Ying, 2018; Yundayani, 2018; Zhang, 2018). The ability to convey one's ideas, feelings, and opinions through writing makes learning English writing abilities essential for efficient communication and interaction. Although writing in the context of EFL instruction might be difficult, students who improve their writing skills have a far higher chance of succeeding in their English learning. Through specialized instruction and support, EFL students can overcome their difficulties and improve their writing skills by addressing concerns including limited writing experience, language scarcity, and lack of motivation.

One of the texts that learned by vocational school students is recount text. Recount texts are texts that describe prior experiences, according to Harris, Ansyar, and Radjab (2014). Imaginative recount, procedural recount, factual recount (including historical recount, biographical recount, and autobiographical recount), and personal recount are some of the several forms of recount texts, according to Derewianka (2004). Biographical recounts are one of those types of texts that are regarded as challenging since they have characteristics with narrative texts, such as social aim, schematic organization, and linguistic qualities (Derewianka, 2004; Coffin, 2005; Emilia, 2011). In conclusion, recount texts, which include many forms like imaginative, procedural, factual, and personal recalls, are a key genre studied by vocational school students. Because they resemble narratives, biographical recounts in particular pose difficulties. For the purpose of effectively expressing and

communicating prior experiences, recount writing abilities must be mastered.

Moreover, many of the students struggle with their writing abilities. It was because they only get exposure while in school and are less interested in learning writing subject. Similarly, teachers tend to place a greater emphasis on teaching grammar than on improving students' writing skills. As a result, students struggle with a variety of systematic challenges while writing in English, such as choosing appropriate words, utilizing a correct syntax, generating ideas, and developing ideas about certain themes. Furthermore, most students have difficulty with five components of recount text writing: a topic, structure, lexicons, language, and mechanics (Za'in, 2017). Most learners struggle to compose recount texts referring to a text that tells past events (Harris et al., 2014) as they are devoid of thoughts, less knowledge of logical sequence, less words, mechanical comprehension issues, inexplicitness concerns, and grammatical issues (Sartika et al., 2022). To sum up, students struggle with numerous parts of English writing, especially when it comes to the creation of recount texts, due to the problems they have in developing their writing skills and the emphasis on grammatical instruction over writing skills. These difficulties include difficulties with concept generation, thinking organization, word choice, and proper grammar, as well as difficulties with the recount text writing elements. By addressing these issues through targeted instruction and encouraging a balanced method that places equal emphasis on writing and grammatical abilities, teachers can greatly aid students in overcoming their obstacles and developing their writing skills in English.

To overcome students' difficulty in writing, teachers should determine an effective way to teach writing so that students write high-quality writing with the goals in mind. Teachers can encourage students to improve their writing skills by

teaching them about writing processes and conventions such as grammatical rules and writing practice. Students who are capable of writing tend to effectively communicate their ideas and achieve their goals. For a variety of reasons, they should develop their writing skills to achieve greater success in life (Harmer, 2001). Further, students should be encouraged to write their work if they are exposed to engaging technology. Technology is a significant language teaching tool in this perspective because it can boost students' motivation (Wiyaka et al., 2018). Therefore, a teacher can integrate technology in class, for instance, by using the application. One of the apps that people need in every scenario and motivate students to write is Canva. Canva is online learning facilitating instructors and learners to collaborate and share information during a subject (Al Khoeri, et al, 2021). Canva includes several beneficial features that can help teachers have more productive discussions, course schedules, lecture videos, grades, assignments, communication analytics, summaries, collaboration, peer assessment assignment, and other educational app (Pujasari & Ruslan, 2021). In conclusion, teachers can empower students to improve their writing skills, enabling them to effectively communicate their ideas and succeed in their academic and professional pursuits, by implementing effective writing instruction, emphasizing writing processes and conventions, and utilizing engaging technology like Canva.

Canva is a fantastic tool for helping learners improve their English skills. Canva as visual app help with a variety of objectives, including: 1) creating concrete abstract ideas; 2) inspiring learners; 3) paying close attention; 4) reproducing information; 5) recalling previous information; and 6) making a lesson effective (Smaldino et al., 2012). Canva's aim and benefit are also divided into two groups: supplement and substitution. The supplement function of Canva is designed to help teachers create learning media and

improve the online teaching experience. Canva's replacement function is to improve learning materials that are both effective and easy to share with students, as well as to help with technology requirements. Teachers' learning medium must now be practical and non-distracting to all audiences. Canva is a high-end tool that is only available to a limited few users and teachers (Christiana & Anwar, 2021). Finally, Canva's flexible features and capabilities make it an invaluable tool for students looking to improve their English language proficiency because they allow for the creation of interesting and efficient learning materials while also giving teachers a usable and accessible platform to improve their teaching techniques.

Moreover, Canva is a "web-based visual design device to generate everything from weblog designs to Facebook headings, banners, and fliers." Users may post their work by downloading PDF or JPEG. Canva offers a simple new approach to create beautiful design, not only by allowing us to choose from over one million photos, hundreds of adjustable layouts, and simple photo editing, but also by allowing us to work with anyone and anywhere (Neltner, 2015). Ortega (2022) also describe that Canva assists language educators in focusing on students' productive skills, enhancing student digital literacy, increasing student collaboration (teamwork), efficiently using authentic material, saving time (for teachers and students) by using templates, and easily storing student projects (in Canva folders). In conclusion, Canva provides a flexible and user-friendly platform for developing aesthetically pleasing designs and encouraging student cooperation. Language teachers may effectively use real resources while improving their students' productive abilities, digital literacy, and teamwork thanks to its features, which include a sizable photo library and configurable layouts. Additionally, teachers and students can benefit from Canva's time-saving templates and

sensible storage solutions. Canva stands out as a powerful tool that empowers language educators and improves the learning experience for students thanks to its many benefits.

Canva, on the other hand, has a variety of limitations, including the following: (1) Canva does not include comments on students' work, such as writing, (2) Canva does not quite check grammatical errors when students are composing their text, (3) Using Canva to create their work makes students feel unsure about writing jointly, and (4) There should be a quicker internet connection (Yundayani et al., 2019). To overcome the limitation of Canva, some steps will be done in teaching writing class, for instance, the teacher will improve students' grammar patterns and provide feedback on their work before they submit their writing form. This is critical if they wish to publish to online platforms that will be read by the target audience. The internet will be accessed through the school's WiFi network. Even though Canva lacks some features like comments and grammar checking, teachers can still effectively address these drawbacks by implementing extra steps in the writing class. These steps include enhancing grammar patterns, offering feedback, and ensuring a strong internet connection. This will improve students' writing experiences and prepare them for publishing their work online.

Numerous studies of Canva implementation in teaching writing have been undertaken. Researchers looked at the impact of Canva on students' writing abilities. Canva is effective to promote students' writing performance, especially in writing posters and others (Hadi et al., 2021; Yundayani et al., 2019). Further, the students' attitudes regarding utilizing 'Canva for education' in creating process text had several positive effects on their writing skills, and they were passionate about learning as a result of using Canva for education (Fauziyah et al., 2022). In conclusion, research studies repeatedly

show how the use of Canva by teachers has a good effect on their students' writing skills, particularly when they are composing process texts and posters. This enhances students' writing abilities and fosters positive attitudes about learning. However, few studies look at how Canva can be used to teach writing recount text, for instance, biography to vocational school students. As a result, the researcher set out to investigate the utilization of Canva in teaching writing recount text at SMK Negeri 1 Inderalaya Selatan as a framework of this study.

Methodology

This study employed a quantitative approach using an experimental research design with pre-experimental research design. Pre-experimental designs are a type of research approach that involves watching an individual or a group after a treatment has been given to assess if the treatment has the potential to effect change (Frey, 2018). The research design was chosen in order to apply integration of technology, namely Canva and to find out how effective Canva is at helping students improve their writing skills. This study had two variables: an independent variable, which was the use of Canva, and a dependent variable, which was the students' writing abilities.

This study was carried out in SMK Negeri 1 Inderalaya Selatan in Ogan Ilir Regency, South Sumatera Province, on Jalan Tanah Tinggi Desa Meranjat. The study's participants were 319 students from SMKN 1 Inderalaya Selatan, who were separated into 11 classes. The sample for this study was chosen at random from one class, namely IX-Teknik Mekatronika of SMKN 1 Inderalaya Selatan, which included 36 students.

An essay written test was used to obtain the data. On the themes assigned, the students were requested to compose recount text. The learners were tested twice, as a pre and post-tests. Before administering a treatment, a pre-test was

provided to determine students' prior understanding of writing that lasted 60 minutes. The treatment was divided into six sessions, each lasting 80 minutes. The treatment included the following procedures: a) Create lesson materials, including power-point; b) Begin session by requiring learners to say a prayer; c) Explain the definition, moral purposes, generic structure, and language characteristics of recount text. d) Ask students to create an outline of a recount text entitled "The Biography of a National Hero"; e) Describe the steps of writing using Canva; f) Ask learners to write a complete paragraph from the outline and followed recount the text's generic structure; g) Encourage students to compose recount texts using Canva and explain their work's outcomes; and h) Ask other students to edit their friends' writing to avoid mistakes in the next meeting and give feedback to their works. Having completed the treatment, a post-test was given to determine whether their writing skills had improved.

To assess students' writing abilities, an essay written test was employed in pre- and post-tests. Students were given the task of writing a recount text based on the theme they had chosen. Two raters assessed students' work based on a scoring rubric devised by Hyland (2003), namely (1) style and content; (2) structure and cohesion; and (3) sentence structure and lexicon. Those criteria are important variables to consider when evaluating writing performance (Du & List, 2020).

To assess the data from pre- and post-tests, t-test, namely Paired Sample t-test, was employed. To find normality and homogeneity of the data, Shapiro Wilk and Levene's test were utilized. After the result of t-test was got, the effect size was categorized using Cohen's Effect Size (Cohen et al., 2018). See Table 1.

Table 1. Cohen's Effect Size Criteria

Effect Size	Qualification
ES < 0.2	Low
0.2	Moderate

<ES<0.8

ES>0.8

High

Finding and Discussion

According to descriptive statistics, the experimental class had 36 responses, with a minimum pre-test grade of 70 and a maximum grade of 90, while the least post-test grade was 75 and the highest grade was 90. The standard deviation of the pre-test was 5.094, while post-test was 3.557. Students' mean post-test score (82.56) was greater compared to their pre-test score (79.86). It can be stated that the pre-test scores' standard deviation was 5.094, indicating some initial unpredictability, while the post-test scores' standard deviation fell to 3.557, demonstrating better consistency in writing abilities. Overall, the results demonstrate that students' writing abilities increased between the pre- and post-test. See Table 2.

Table 2. Students' Writing Scores

	Minimum	Maximum	Mean	Std. Deviation
Pre-test	70	90	79.86	5.094
Post-test	75	90	82.56	3.557

The distribution score of students in pre- and post-tests can be seen in Figure 1.

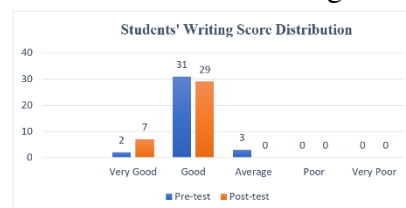


Figure 1. Students' Score Distribution

Students' score in the pre-test revealed that 2 students (5.56 %) were very good, 31 students (86.11 %) were good, 3 students (8.33 %) were average, and no students were poor or very poor. Meanwhile, in the score post-test, 7 students (19.44%) were very good, 29 students (80.56%) were good, and no students were average, poor, or very poor. Writing skills among students significantly improved after using Canva, as seen by the comparison of pre- and post-test results. Canva had a favorable effect on students'

overall performance from the considerable increase in the number of students scoring "very good" on the post-test. Additionally, the absence of students who scored "average," "poor," or "very poor" on the post-test hints that Canva helped students successfully advance to greater levels of competency in crafting narrative texts. These data confirm Canva's potency as a useful tool for improving students' writing abilities and encouraging fruitful learning outcomes.

The pretest variable was 0.210, and the posttest variable was 0.638, according to the Shapiro method of normality calculation. Both data sets had findings that were greater than 0.05, indicating the data were a regularly distributed population. In terms of homogeneity, 0.054 was observed using Levene's test, showing that the data were homogeneous. As a result, the pre-and post-test data analyses using the Shapiro technique for normality and Levene's test for homogeneity demonstrated that both data sets were normally distributed and exhibited homogeneity. These results give reason to believe that the study's statistical validity is sound, and they back up the correctness of the inferences made about how well Canva works to improve students' writing skills. Using a significance level of $p < 0.05$, a t-test analysis was done to evaluate whether there was a significant difference between the pre- and post-test results for the students. The t-test computation's findings, which are shown in Table 3, show a significant discrepancy between the two sets of scores.

Table 3. Paired Sample T-test

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Post-test-Pres-test	2.694	2.214	.369	7.300	35	.000

The findings of paired sample t-test revealed that mean difference was found to be 2.69. The t-obtained was 7.300 with degree of freedom of 35, standard deviation of 2.214 at a significance level of $p < 0.05$. The t-obtained (7.300) was higher

than t-table (2.00), it indicated there was a significant difference before and after the treatment. It meant that students who were exposed to write through Canva increased their writing skills, particularly in recount text writing. Furthermore, the effect size of 1.23 ($ES > 0.8$) was classified as highly effective. Consequently, the utilization of Canva in teaching writing recount texts was categorized as highly effective. The results of the paired sample t-test showed that after using Canva, students' writing abilities significantly improved, especially when it came to creating recount texts. A significant effect size and a higher t-obtained value than the t-table value show that Canva has had a significant and very effective impact on improving students' writing abilities. These findings demonstrate the benefit of including Canva as a potent tool in writing instruction, giving teachers a practical way to develop students' competence and interest in composing recount narratives.

This study aimed to see if the Canva application could help vocational school students improve their writing skills. It was done as part of a pre-experimental study. Writing classes drew a total of 36 students. The meeting was held in a blended learning environment. The result revealed that most students had a better score in writing after exposing Canva. It could be seen from students' scores that were at good and very good levels. Most of them had better improvement because during the process of learning writing inside the class, most learners were engaged in the Canva experience. Students are more interested in the material and have a better understanding of the teacher's subject. "Learning from engaging increases students' knowledge acquisition since technology fosters communication in both directions," according to Hamid et al. (2015). Canvas is excellent in providing students with an engaging learning experience. Furthermore, Canvas energized them and made the learning experience more engaging. As a result,

teachers can take advantage of the different capabilities offered by Canvas to make online teaching and learning more dynamic, exciting, and effective (Santiana et al., 2021).

Further, the data analysis revealed that the result of t -obtained (7.30) was higher than t -table 2.021 at the significant level of $p < 0.05$ when utilizing a t -test formula. It inferred that students' post-test scores had increased after the exposure to Canva usage. Based on the effect size calculation, it showed that Canva was classified as highly effective in teaching writing. It can be stated that Canva is beneficial to encourage and enhance students' writing abilities, especially in writing recount text. It was in lined with researchers who explained the use of Canva encourage learners to promote writing concepts, gave a positive effect in developing learners' writing skills, and was a great medium for assisting learners in enhancing their writing skills (Beaufils & Duarte, 2018; Yundayani et al., 2019; Hadi et al., 2021). The results of the data analysis offer compelling evidence in favor of Canva's efficacy in improving students' writing skills, particularly in the context of creating recount tales. The findings of the t -test demonstrated that after using Canva, students' post-test scores dramatically increased and surpassed the critical value. This shows that Canva had a considerable positive impact on pupils' writing skills. Canva's ability to improve students' writing skills significantly and significantly is evidence that it is an excellent tool for teaching writing. These outcomes are also consistent with past research that highlighted Canva's benefits in promoting writing concepts and aiding in the development of learners' writing talents. Academics have complimented Canva for helping students develop their writing abilities in general and for being a useful resource for students as they start their writing adventures. As a result of the combined data from this research, it is

possible to draw the conclusion that Canva is a useful tool for both instructors and students, offering a nurturing and efficient platform for improving writing abilities. In other words, Canva has a lot of potential, and teachers could take use of it by integrating it into their lesson plans to help students become more engaged and motivated while also improving their writing skills in general. By utilizing Canva's features and capabilities, teachers may construct an engaging and interactive learning environment that gives students the freedom to practice writing with enthusiasm and self-assurance.

Moreover, students could create some recount text designs that made them enjoy in learning writing. It agrees with Anwar (2021) describing that Canva application can create a variety of things for educational purposes. Furthermore, Canva allows students to make a variety of fascinating ELT materials online very easily (Al-Khoeri et al., 2021). Students get the chance to express their creativity and take part in a more engaging and fun learning experience by using Canva. Students can experiment with various layouts, fonts, images, and colors to create aesthetically stunning recount text designs using Canva's user-friendly interface and large range of design materials. This improves their writing abilities while also developing their creative and design skills. Further enhancing the learning process, sharing, and working together on Canva projects with classmates and teachers develops a sense of teamwork and invites constructive criticism. As a result, Canva is a useful tool for helping students turn writing into an enjoyable and creative activity.

Conclusions

The recent study discovered that using the Canva greatly enhanced students' writing. Students improved sufficiently to pass the post-test, and they were able to write more effectively. This

enhanced outcome could be linked to Canva application's presentation, which greatly boosts students' writing quality. The findings imply that Canva is fruitful and has the potential to save time while increasing students' motivation to write. Teachers should expose students to write not only inside but also outside the classroom. By practicing Canva, students' motivation to write will be developed that make them produce good recount text writing. For its many features, the Canva program can be concluded to be a great platform for enhancing writing skills.

The study also showed that Canva's capabilities, namely its visual presentation and user-friendly interface, had a substantial impact on students' writing quality. Students were inspired to communicate their thoughts more creatively and persuasively thanks to Canva's interactive features, which improved the quality of their writing. Additionally, having access to Canva outside of the classroom gave students the chance to practice writing continuously, enhancing their abilities and motivation. Therefore, Canva can be viewed as a useful tool that not only saves time but also fosters students' love of writing, resulting in the creation of high-quality recount texts. It is advised that instructors use Canva as a teaching tool to promote and improve students' writing skills in a variety of educational contexts considering these favorable results.

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