The impacts of canva media for the continual advancement of Indonesian EFL learners' writing proficiency levels

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Abstract

Second language educators in this modern age are granted with limitless digital learning platforms to be further integrated into their habitual writing classroom activities. For this reason, they need to embrace this learning aspiration by constantly internalizing a wide variety of technological tools promoting holistic educational rewards among EFL learners. This small-scale library study aimed to investigate the impacts of Canva media on the continual advancement of Indonesian EFL learners' writing proficiency levels. To achieve this major study objective, the researcher plotted a thematic analysis while analyzing some relevant findings from 30 previous Canva media and writing scientific articles forming in varied reputable national journal article platforms. A thematic analysis was useful in yielding more accurate research results since the researcher obtained more nuanced insights concerning the research areas that were specifically investigated. Based on the thematic analysis, the researcher deduced that Canva media was beneficial in supporting Indonesian EFL learners in making smoother writing transitions among the shared ideas and gradually shifting them into more ingenious writers.

Keywords: Digital media, Canva, EFL learners, library study, thematic analysis.

INTRODUCTION

English is considered one of the most important foreign language competencies needed to be fully mastered by EFL learners. This indispensable requirement will matter most for the continuity of EFL learners' prospective careers since their future workplaces require them to be capable of utilizing the English language accurately and fluently. Ratnaningrum et al. (2023) avow that second language educators should ascertain the significant development of EFL

learners' English language competencies to enable them to enroll in various decent working places. Concerning the critical importance of comprehensive English language competencies mastery, writing appears to be one of the pivotal skills EFL learners ought to hone in these modern second language classroom learning enterprises. It is believed that with the exponential escalation of writing proficiency levels, EFL learners will not merely be adept at delineating their specific thoughts through the proper use of English language expressions but also convey understandable and precise messages to the targeted readers. This underlying principle is tightly interwoven with Yusuf et al. (2019) articulating that to be labeled as successful English language writers, EFL learners are demanded to capitalize on a wide variety of compatible dictions, vocabulary, registers, and styles through which readers will have broader opportunities to obtain more nuanced understanding concerning the specific issues being discussed.

In Indonesian EFL teaching-learning contexts, the journey of mastering advanced writing skills is fulfilled with varied adverse and trudging obstructions. Given the fact that the majority of our learners are not native English language users since they were born, second language educationalists are commissioned to cultivate well-developed target language elements before assigning them to proceed into the real-time writing learning dynamics. Those target language elements comprise vocabulary, grammar, and dictions. The above-mentioned requirements are in line with Alwasilah (2020) theorizing that EFL learners will have wider chances to consistently showcase gratifying writing performances under the limelight of well-cultivated words, grammatical knowledge, and proper expressions. Furthermore, Indonesian EFL learners frequently struggle with the conveyance of their particular ideas through their writing learning process. It means Indonesian EFL learners often experience writing blocks upon attempting to ascertain clearer information impartation to the readers. With the constant occurrence of this serious writing learning hindrance, EFL learners are more likely to instill a demotivation attitude to continue their impending writing learning activities. The above-elaborated contention is in the same respect as Fahmi and Rachmijati (2021) stating that Indonesian EFL learners decided to depart earlier from their present writing learning dynamics as they are enduring tough moments to discover appropriate collocations and expressions to accurately express their particular notions, ideas, and conceptions.

For this reason, second language teachers should begin to embrace a wide variety of sophisticated and suitable technological-based learning tools to be further incorporated into their regular writing classroom circumstances. Technological-based learning tools undeniably

play a crucial role in promoting a better-facilitated writing learning atmosphere for Indonesian EFL learners. The inducement of this rewarding writing learning outcome is supported by the condition in which Indonesian EFL learners experience a higher degree of writing learning enjoyment with the insistent enlightenment of various interactive, captivating, and authentic digital learning features. The above-elucidated perspective is in harmony with Boyle et al. (2019) arguing that through the meaningful utilization of technological learning platforms, second language learners are more inclined to show remarkable improvements in their writing learning motivation by which they are continuously exposed to a wide variety of interesting, communicative, and hands-on writing practices. One of the promising technological learning platforms worthwhile to constantly harness on a regular English writing basis is Canva media. Canva media is beneficial for providing supportive assistance for Indonesian EFL learners struggling with a vast array of challenging writing tasks. With the enlightenment of Canva media, Indonesian EFL learners can comprehend the targeted writing topics effortlessly as they have limitless access to review the particularly given writing learning materials through the depictions of various eye-catching graphic organizers, mind mapping, and charts. This valuable technological learning benefit aligns with Hadi et al. (2021) contending that second language educationalists should incessantly habituate EFL learners with the optimal utilization of Canva media amidst their habitual writing learning enterprises in which they can gain a more in-depth understanding of the specifically addressed writing materials reviewed with the presence of suitable graphic organizer tools.

Another probable way to ascertain the fullest benefits of Canva media in these modern English writing learning dynamics is through the activation of a collaborative writing group interface. The above-suggested advice is crucial to establish longer writing knowledge retention among Indonesian EFL learners since they possess broader opportunities to establish mutual collaborative teamwork with others in an attempt to accomplish a certain number of writing projects. Upon the completion of these group writing assignments, Indonesian EFL learners subconsciously acquire a wide array of renewed writing knowledge, competencies, and experiences, which will be useful for transforming them into more skillful target language writers. This principle is affirmed by Ali and Hasanah (2024) who highly recommended Indonesian second language writing learning instructors to maximize the fullest benefits of Canva media with the actualization of problem-based writing projects wherein EFL learners

are capable of addressing mutual writing knowledge, competencies, experiences interchange with their entrusted learning counterparts.

In the same vein, Canva media can serve as one of the major driving forces for Indonesian EFL learners to infuse a higher level of writing learning enthusiasm, motivation, and confidence. All these laudable writing learning characteristics will be more well-established since Indonesian EFL learners continually gain various kinds of constructive, positive, and relevant feedback intended for the significant betterment of their writing performances, competencies, and achievements. As a result, Indonesian EFL learners are highly desirous of coping with a wide variety of taxing writing learning obstacles since they believe that all these challenges will lead them to move forward to more advanced writing learning progression. All these conceptions are reinforced by Mulyati and Hadianto (2023) affirming that Canva media is important in the process of establishing Indonesian EFL learners' writing learning eagerness, commitment, and audacity whereby they are willing to continue elevating the targeted writing proficiency levels with the proper impartation of contextualized writing suggestions given by their teachers and other supportive learning companions.

Lastly, Canva media can inevitably reduce excessive foreign language writing anxiety commonly taking place among Indonesian EFL learners. This possibility may more likely happen since Indonesian EFL learners are deliberately allowed to enforce extensive trial and error writing practices in the long run. With the constant supervision of these hands-on writing practices, Indonesian EFL learners are more skilled at discovering their particular writing weaknesses. In effect, they will no longer experience excessive apprehension upon embarking on the impendent writing learning activities due to the efficient rectifications of their previous writing shortcomings. Dwiyanti and Suwastini (2021) construe that Canva media can be one of the propelling forces for Indonesian EFL learners to effectively mitigate their writing learning perturbation wherein they will succeed at amending prior writing learning shortfalls resulting in the generation of high-quality writing products.

Five previous studies were conducted under the major specific field investigated in this library-based qualitative investigation. Dangin and Hartati (2024) unfolded that with the activation of the Pixton application, Indonesian EFL learners embed more robust initiative writing learning behavior since their intellectual empowerment has endured remarkable transformations. Jong and Hua (2021) uncovered that Padlet media helped Malaysian EFL learners to make a significant transformation in their writing competencies development by

which second language educators could monitor the designated writing learning progressions with the embodiment of corrective, constructive, and encouraging feedback. Maulidina and Wibowo (2022) unearthed that the great majority of Indonesian university EFL learners have become more adept at expounding their particular conceptions, ideas, and arguments clearly to the readers after being exposed to Grammarly media through which they subconsciously obtain a vast variety of useful target language expressions and comprehensive grammatical knowledge. Prasetyawati and Ardi (2020) advocated that Indonesian second language educators need to start immersing EFL learners into Instagram-based writing learning activities where the major focus is to provoke a higher degree of writing learning enjoyment and promote stress-free writing learning atmosphere enabling them to fully maximize their unique writing styles. Rama and Fithriani (2024) prompted second language educationalists in Indonesia to begin introducing EFL learners to the proper operation of Chat GPT through which they are more adept at yielding more qualified writing products as they continuously attain varied novel insights from this artificial intelligence tool. These five prior studies have not profoundly investigated the impacts of Canva media on the continual advancement of Indonesian EFL learners' writing proficiency levels. This small-scale library investigation reviewed 30 prior Canva media and EFL writing published journal articles to compensate for the aforementioned research gap. By embodying this research action, the researcher can shed a glimpse of enlightenment on Indonesian second language teachers' perspectives concerning the influential impacts of Canva media on their habitual writing learning enterprises. As a result, they are more willing to promote more holistic, creative, innovative, and transformative writing classroom activities to escalate Indonesian EFL learners' writing skills to their greatest potential. Toward that end, this research aimed to target accurate responses on how Canva media promotes some potential impacts for the continual advancement of Indonesian EFL learners' writing proficiency levels.

METHODS

The researcher commenced this small-scale library study with the help of a thematic analysis. Through the activation of this study approach, the researcher would be more capable of generating more insightful, precise, and relevant findings as he ventured deeply into the specifically analyzed data to obtain more comprehensive insights. Braun and Clarke (2021) believe that with the maximization of a thematic analysis, the researchers are more liable to

produce more accurate, exhaustive, and relatable results by which they conducted in-depth and iterative data analysis steps enabling them to ensure more obvious discernment concerning the particularly-explored data. Moreover, the researcher internalized an open-coding method to optimize the benefits provoked by a thematic analysis. In support of an open-coding methodology, the researcher could withdraw robust and meaningful inferences toward all the thematically-categorized findings. This valuable research outcome is prompted by the condition that the researcher could stipulate the recurring themes taking place among the thematically-subsumed findings. The above-mentioned contention is mutually interlinked with Nowell et al. (2017) averring that with the limelight of an open-coding approach, the researchers are more inclined to produce more trustworthy and significant research outcomes since they ought to be convinced regarding the identical findings clustered into some particular research themes.

Two major expectations boosted the researcher's motivation to conduct this library-based qualitative investigation. Firstly, the researcher hoped that second language educators would be willing to start incorporating Canva as a technological-based learning media in their regular writing classroom circumstances. By doing so, Indonesian EFL learners are more prone to experience a more enjoyable writing learning process enabling them to become more resourceful writers. Secondly, the researcher expected educational institutions to provide a series of intensive training cultivating robust technological competencies development among second language educationalists. With this realization, second language teachers are ready to innovate their daily writing learning dynamics with the presence of various digital learning tools as they have become experts in these online learning media.

To fully increase the credibility and relevance of all the impendent findings, the researcher selected 30 prior Canva media and writing journal articles from 2019 to 2024. Furthermore, the researcher was conscientious while choosing these 30 previous scientific works by adopting them from various reputable national journal article platforms. The researcher solely relied on national journal article platforms as this present small-scale library study heeds its profound attention to the impacts of Canva media for the continual advancement of Indonesian EFL learners' writing proficiency levels. By embodying this action, the researcher would have broader opportunities to produce more impactful and valuable research outcomes as these thematically-subsumed findings compatibly match with our learners' current writing learning conditions and situations. For the data depictions stage, the researcher substantiated his descriptive data delineations with the accompaniment of relevant previous

technological-based learning findings and theories. This ultimate research action matters most for the credibility of the forthcoming findings since all the data categorizations and explanations are made by following research-informed decisions.

RESULTS AND DISCUSSION

The researcher attempted to provide more exhaustive descriptive data descriptions in these subsequent lines. Two major research themes were stipulated as the tangible results from the thematically categorized findings: (1) Canva media brought about smoother writing transitions among the shared ideas, and (2) Canva media shifted Indonesian EFL learners into more ingenious writers. As all these particularly subsumed research themes would be presented in descriptive ways, the researcher referred all his descriptions to previous technological-based learning theories and findings. By actualizing the aforesaid research action, the targeted educational stakeholders could potentially entrust all the descriptively-argued data since the researcher correlated his arguments to evidence-based research decisions firmly enacted by prior educational experts and stakeholders.

Figure 1. Canva Media Brought About Smoother Writing Transitions among the Shared Ideas

Theme 1	Studies
Canva media brought about smoother writing transitions among the shared ideas	Yundayani (2019); Eka et al. (2023); Andriyanti et al. (2023); Noor and Karani (2023); Nisa and Kamil (2024); Candra et al. (2022); Masturoh et al. (2023); Febriansyah et al. (2023); Noviyanti et al. (2023); Novia et al. (2024); Abdulla (2024); Budi and Anwar (2024); Azzahra and Azhari (2024); Sofiah and Abidin (2024).

Second language educators should activate Canva media at the onset of their daily writing learning enterprises. One of the probable benefits obtained by Indonesian EFL learners through the internalization of this technological-based learning tool is they are capable of minimizing unwanted mistakes forming in their writing compositions. This profound writing awareness is the apparent result of Indonesian EFL learners' adeptness at discovering various writing shortcomings. The above-explained conception is positively linked to Yundayani (2019) unraveling that the vast majority of Indonesian EFL learners have been capable of producing more comprehensible information in their specific writing texts as they are skillful at amending various unintended writing weaknesses. It is worth highlighting that Canva media can be one of the essential catalysts for Indonesian EFL learners to address more thoughtful and insightful ideas in the designated writing products. This laudable writing learning value is

prompted by the condition in which Indonesian EFL learners are skilled at activating their creative outlets by harnessing a vast array of distinctive technical vocabulary, dictions, and language expressions in their writing texts. As a result, qualified writing information is fully generated. Eka et al. (2023) uncovered that the predominant number of Indonesian EFL learners were satisfied with the continual incorporation of Canva media in their regular writing learning activities wherein they have been more accustomed to becoming more creative composers and knowledge imparters to the worldwide readers. Another factor enabling EFL learners to undergo smoother writing transitions among their disseminated ideas is their robust independence in devising appropriate writing strategies. With the precise stipulation of writing strategies, Indonesian EFL learners can potentially be more confident and courageous while being crammed with a vast array of arduous writing challenges. In effect, they have gradually transformed into more mature target language writers. The aforesaid standpoint correspondingly fits with Andriyanti et al. (2023) believing that Indonesian EFL learners are more likely to become more strategic and innovative second language writers amidst the proper implementation of Canva media in which they habituate themselves to autonomously set up their personalized writing strategies.

As Indonesian EFL learners have familiarized themselves with the utmost utilities of Canva media in their daily writing learning dynamics, they have broader opportunities to turn into more knowledgeable, seasoned, and proficient writers. The occurrence of all these three meritorious writing learning rewards is supportively supported by the fact that EFL learners continuously enriched their current writing knowledge, skills, and experiences through varied hands-on writing activities imparted by Canva media. This rewarding writing learning benefit is in agreement with Nisa and Kamil (2024) who encouraged Indonesian second language educators to begin introducing EFL learners to the optimal use of Canva media in which they intensively escalate their writing competencies level allowing positive trajectories for them to be considered as skillful writers. Canva media is beneficial for EFL learners to gain a more comprehensive understanding of the specifically assigned writing topics. With a clearer understanding in mind, EFL learners will not feel perturbed while experiencing writing blocks. Instead, they are still upholding their vibrant writing learning motivation to accomplish the particularly addressed writing tasks since they have possessed obvious major points to be further depicted in their writing drafts. Masturoh et al. (2023) have likewise underscored the critical importance of immersing Indonesian EFL learners into Canva-oriented writing learning

activities through which they progressively elevate their self-confidence, persistence, and resilience resulting in the thorough accomplishment of specifically given writing assignments.

Figure 2. Canva Media Shifted Indonesian EFL Learners into More Ingenious Writers

Theme 2	Studies
Canva media shifted EFL learners into more ingenious writers	Hadi et al. (2021); Jumami (2021); Le et al. (2023); Utami and Djamdjuri (2021); Ocktalia et al. (2023); Amanda et al. (2024); Asalami et al. (2024); Larasati (2022); Salsabila and Delfi (2023); Royani et al. (2024); Permatasari and Yunita (2023); Herwani (2024); Ruswandi et al. (2024); Raga and Surjowati (2023); Jamaludin and Sedek (2024); Putri et al. (2024).

Canva media can serve as one of the powerful tools for Indonesian EFL learners to progressively transform into more ingenious writers. One of the critical factors allowing this positive writing learning value to take place is the significant elevation of writing learning enjoyment. An external factor lifting Indonesian EFL learners' writing enjoyment is due to a wide variety of interesting, interactive, and collaborative writing learning features forming in Canva media. Upon noticing all these innovative writing learning pathways, Indonesian EFL learners are willing to continue practicing their desired writing competencies to the greatest growth, even though they are not commissioned to do so by the teachers. The depictions of all these valuable writing learning rewards align with Jumami (2021) who disclosed that Indonesian EFL learners have been more eager to forge their targeted writing skills to more advanced development amidst the meaningful integration of Canva media through which they are attracted to various kinds of engaging technological-based learning features. It is pivotal to postulate that Canva media can be one of the essential digital learning tools for Indonesian EFL learners to attain more fruitful writing learning outcomes. The comprehensive attainment of fruitful writing learning outcomes may strongly entrench since Indonesian EFL learners are gradually becoming more experienced at determining more attainable and clearer writing learning goals before commencing the real-time writing learning activities. This standpoint echoes Ocktalia et al. (2023) who suggested that Indonesian second language educationalists start activating Canva media in their particular writing classroom surroundings wherein EFL learners will be more purposeful while attempting to accomplish a certain number of writing tasks resulting in gratifying writing achievements attainment. It is equally crucial to accentuate that Canva media can potentially bring about a more positively sound and stress-free writing learning atmosphere for Indonesian EFL learners. As an effect, they infused a higher level of

intellectual curiosity while encountering various novel writing insights, conceptions, and knowledge. With the supportive accompaniment of all these three commendable writing learning attributes, EFL learners will have a tendency to shift into highly achieving writers since they never feel complacent towards every writing learning progression having been embodied before. The above-explained conception is parallel with Asalami et al. (2024) prompting Indonesian second language writing learning instructors to start embracing the continual immersion of Canva media in their specific writing classroom vicinities as a further attempt to lessen EFL learners' excessive writing anxiety impacting the decent growth of lifelong writing learning characters.

Canva media simultaneously allowed positive writing learning pathways for Indonesian EFL learners to become more adaptable strategic planners. Put more simply, Indonesian EFL learners are skilled at making flexible adjustments while their commonly-utilized writing strategies do not operate at their best with their present writing learning contexts. Through this adjustable writing behavior, Indonesian EFL learners incessantly nurture the terrific growth of heterogeneous writing learning solutions as they are not demarcated with generally used writing strategies. Concerning this point, Royani et al. (2024) unveiled that a great number of Indonesian EFL learners have ceaselessly possessed a richer repertoire of effective and efficient writing strategies after being immersed into Canva-based writing dynamics by which they start becoming more open-minded toward the probability to activate other promising writing strategies to better execute their specific writing tasks. To that end, Indonesian second language educators have to be more critical, conscientious, creative, innovative, and insightful in enacting a variety of writing learning materials as well as activities best fitting within Indonesian EFL learners' circumference of writing learning interests, needs, and skills. By releasing the aforesaid suggestion, Indonesian EFL learners are more likely to be more productive while partaking in various challenging writing learning activities posted in Canva media. This positive writing learning character is the tangible result of their in-depth observation that all these specifically designed writing learning enterprises are valuable to be followed for the sake of remarkable writing skills growth. This fact concurs with Salsabila and Delfi (2023) adducing that it is paramount for Indonesian second language teachers to ensure the optimal maximization of Canva media with the consistent dissemination of moderately challenging and contextualized writing learning activities in which Indonesian EFL learners

will transfigure into more active knowledge discoverers whose intellectual empowerment is elevated in routines.

CONCLUSIONS

It can be fairly inferred that Canva media can be one of the impactful technological tools to be constantly implemented in Indonesian EFL writing learning enterprises. The stipulation of this firm statement is not without its plausible explanation. The first and foremost notable value is through Canva media, Indonesian EFL learners will become more adept at making more seamless transitions among their particularly delineated ideas. This advantageous writing learning value is not happening by incident since Indonesian EFL learners are given wider chances to hone their designated writing competencies in the light of interactive, effective, and collaborative online platforms. Canva media concurrently paved rewarding trajectories for Indonesian EFL learners to gradually transfigure into more ingenious writers. The entrenchment of this laudable writing learning character is supported by the situation that Indonesian EFL learners incessantly learned to become prudent decision-makers and efficient problem-solvers while confronting arduous writing hindrances.

Despite all these rewarding outcomes, this present small-scale library study was not free from its limitations. Firstly, this library investigation solely heeded the foremost attention towards the probable utilities addressed through Canva media as a further attempt to promote more holistic writing learning rewards for EFL learners. Thus, future researchers need to conduct more profound explorations concerning the potential disadvantages promoted by Canva media to increase second language teachers' readiness while dealing with unprecedented writing learning hurdles. Secondly, this library study merely investigated the impacts of Canva media on the continual advancement of Indonesian EFL learners' writing proficiency skills. Concerning this shortcoming, prospective researchers may replicate the identical model forming in this library-based qualitative study by digging out more information concerning the beneficial values of Canva media in the other three English language competencies; listening, speaking, and reading. By doing so, second language teachers will be better assisted in terms of their pedagogical knowledge practices and technological competencies upon embarking on their habitual classroom learning dynamics. Detached from these two respective shortfalls, the thematically-subsumed research results forming in this moderate library study could serve as one of the critical empowerments for second language educational stakeholders aspiring to

enforce breakthrough in their daily-based writing classroom vicinities with the supportive supervision of compatible digital learning tools.

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