

## **BAB II**

### **REVIEW OF THE RELATED LITERATURE**

The second chapter of the thesis research is the literature review. This chapter provides the descriptions of the literature theories that build the fundamental of the research namely writing, , canva, previous studies.

#### **2.1 Writing**

##### **2.1.1 Definition of Writing Instruction**

Writing is an activity of conveying ideas, thoughts, and feelings in the form of writing that can be understood by the reader. This process becomes a way to organize thoughts in a structured and clear manner. Through writing, one can express the contents of their mind and heart so that it can be received and understood by others (Ali, 2021). Writing is a language skill that is expressive and productive. This activity allows a person to express thoughts and feelings through fine motor movements, producing a tangible work in the form of writing (Wati & Sudigdo, 2019). Writing is a creative activity that transforms ideas into written form, involving three important elements: a goal or purpose to be achieved in the writing, the ideas or information to be conveyed to the reader, and third, the use of language as a means to communicate these ideas clearly and effectively (Dewi, 2020). Writing skill is the ability of a person to depict written symbols that can be understood by the writer themselves as well as by others who have the same understanding of those language symbols (Mahmur, 2020).

It can be concluded that writing is the activity of conveying ideas, thoughts, and feelings in the form of writing that can be understood by the reader. This skill is expressive and productive, allowing a person to express thoughts and feelings through fine motor movements, producing real work in the form of writing. Writing is also a creative activity that transforms ideas into written form with three main elements: purpose, ideas or information conveyed, and the use of language to communicate clearly and effectively. In addition, writing skills reflect a person's ability to describe written symbols that can be understood by oneself and others who have the same understanding of these language symbols.

### **2.1.2 Planning of Writing**

Planning is a crucial phase in writing instruction, as it determines how effectively students are guided to develop their writing skills. According to (Harmer, 2004), effective writing instruction begins with structured planning that considers students' needs, appropriate instructional media, and engaging tasks. Teachers must prepare materials that encourage students to organize ideas and develop coherent texts.

In her study, (Mustikawati, 2019) emphasized the importance of selecting media that support skill development. Though her research used video for speaking instruction, the underlying principle applies to writing: appropriate media can create contextual and motivating environments for students. Similarly, in the context of writing, the use of digital platforms like Canva enables teachers to design visually engaging templates and writing tasks that foster students' creativity and organization.

In this study, the planning of writing instruction at SMKN 01 Nglekok involved the selection of Canva as a digital tool to support text composition. The teacher designed instructional materials that guided students in drafting, structuring, and decorating their

texts using Canva's visual features. This approach helped to increase student engagement, provide a clear writing framework, and support differentiated instruction.

### **2.1.3 Implementation of Writing**

The implementation phase is where planned strategies are put into practice in the classroom. According to (Richards & Renandya, 2002), writing instruction should provide students with opportunities to draft, revise, and reflect on their work. When using digital tools, implementation must also integrate technological interaction to enhance learning outcomes.

(Kumar & Bervell, 2021), in their study on the integration of Canva in graphic design education, highlighted how digital platforms support collaborative and student-centered learning. Applied to writing instruction, Canva enables students to co-author, visualize their texts, and receive feedback within the same platform. These features enhance student autonomy and foster interactive writing processes.

In this study, the implementation of writing instruction using Canva at SMKN 01 Nglegok was carried out through structured classroom sessions, where students were introduced to writing prompts, instructed on using Canva templates, and guided through the stages of drafting, designing, and presenting their written products. Canva's flexibility allowed students to combine text with visual elements, which enhanced their expression and engagement.

### **2.1.4 Evaluation of Writing**

Evaluation is an essential component in the teaching of writing. According to (Rakhman & Marmanto, 2020), writing evaluation should cover aspects such as content, organization, grammar, vocabulary, and mechanics. Comprehensive evaluation enables teachers to identify student strengths and areas for improvement.

(Utami, 2019) argues that evaluation should include both formative and summative methods. In writing instruction, formative assessments such as peer reviews and teacher feedback during the drafting stage help students make meaningful revisions, while summative assessments are used to measure final outcomes.

In this study, the evaluation of writing was conducted by the teacher using a rubric that assessed idea development, structure, grammar, coherence, and visual presentation. Canva's layout allowed teachers to annotate student texts directly and provide timely, contextual feedback. Oral discussions in class further supported reflective learning, allowing students to revise and improve their work based on feedback.

### **2.1.5 Challenges of Writing Instruction**

Writing instruction using digital tools also faces several challenges. According (Mahmudah, 2020), one of the common issues is students' limited vocabulary and grammatical accuracy, which can hinder their ability to compose coherent texts. In the writing context, these issues may result in superficial content and weak organization.

(Akhiriyah, 2018) notes that students often lack confidence in expressing ideas, especially in writing in a second language. This can lead to passive participation and minimal engagement in writing tasks. Additionally, (Pramita, 2021) emphasizes that large class sizes, limited digital literacy, and unequal access to devices or internet connectivity also affect the effectiveness of technology-based instruction.

In this study, several challenges were encountered, including students' unfamiliarity with Canva, limited access to stable internet connections, and varying levels of writing ability. These obstacles sometimes disrupted the learning flow and required additional support from the teacher. To overcome them, the teacher provided Canva tutorials, gave

offline writing templates, and encouraged peer support during group tasks.

## **2.2 Canva**

### **2.2.1 Definition of Canva**

According to (Kumar & Bervell, 2021), Canva is an online graphic design platform that enables users to create a wide range of visual content, such as presentations, posters, flyers, and infographics, through an intuitive drag-and-drop interface. With its user-friendly features, Canva allows both educators and students to integrate text and visuals in a creative and accessible way, supporting the development of digital literacy and communication skills.

In line with this, (Pratama, 2022) explains that Canva provides templates and design elements that can enhance student engagement in classroom activities, particularly in writing instruction. By combining textual composition with visual design, students are encouraged to organize their thoughts more clearly, explore creative expressions, and take ownership of their work. This integration of design and writing fosters a deeper learning experience and strengthens students' understanding of content.

Furthermore, (Putri, 2023) emphasizes that Canva is not only effective in helping students improve the structure and clarity of their writing, but also supports collaborative learning. Canva's sharing features allow students to work together in real time, give and receive feedback, and revise their texts collectively. This process enhances their critical thinking, teamwork, and editing skills, all of which are essential for successful writing performance.

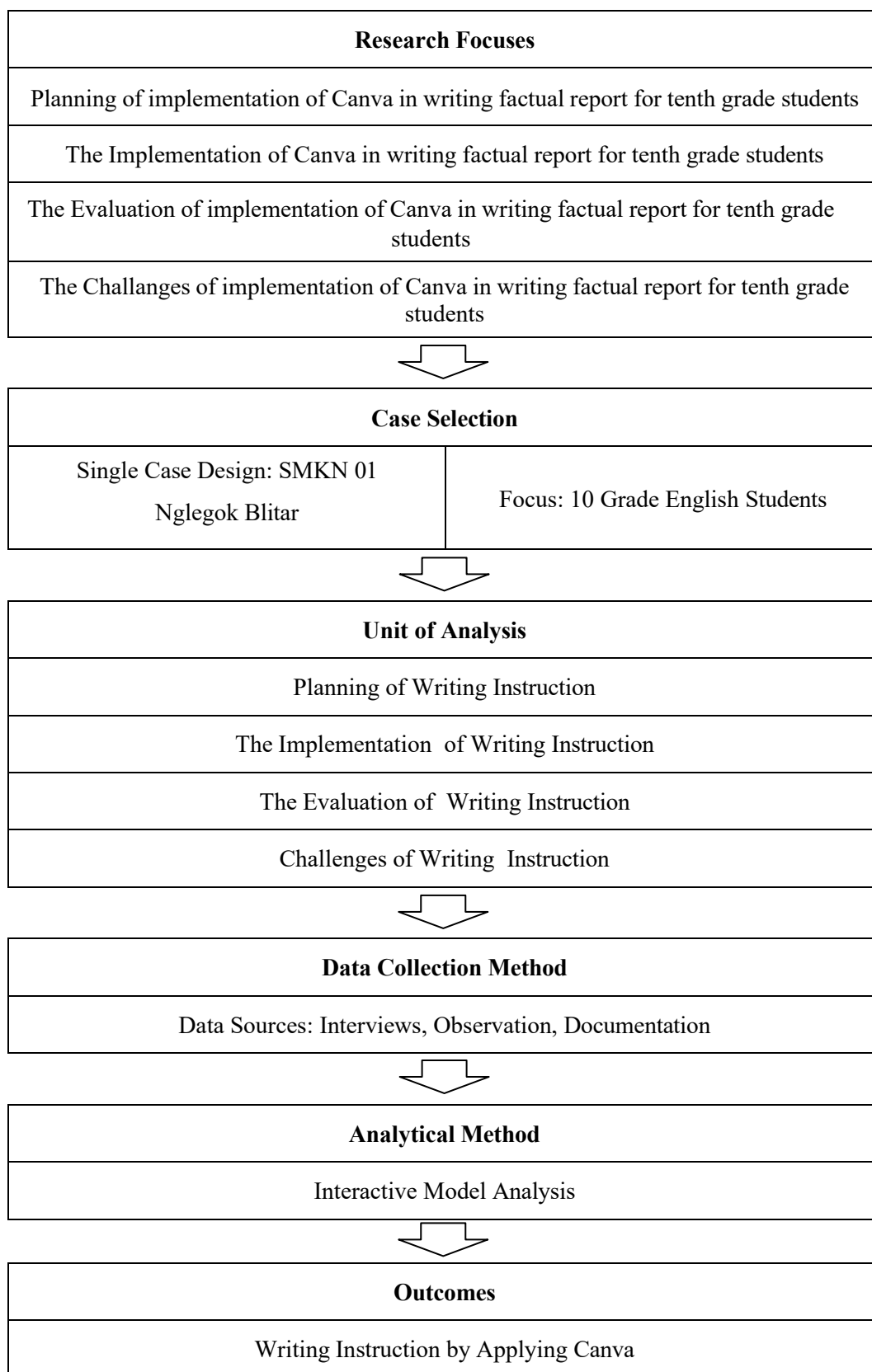
In conclusion, Canva is a versatile and accessible digital platform that supports writing instruction by offering tools for visual organization, creativity, and collaboration. Through the use of Canva in the writing classroom, students at SMKN 01 Nglegok are able to develop their writing skills in a more engaging, structured, and interactive learning environment. The integration of Canva not only improves the quality of students' written texts but also increases their motivation and confidence in expressing ideas through writing.

### 2.3 Relevant Studies

NO	RESEARCH TITLE	RESEARCH NAME	DIFFERENCE	SIMILARITY
1	The Use of Canva as a Media to Improve Students' Interest and Creativity in Writing	Pratama (2022)	Focused on improving creativity and interest using Canva at the junior high school level	Both use Canva as a digital tool to support students' writing skills
2	Integration of Canva for Teaching and Learning Graphic Design: A Case Study	Kumar & Bervell (2021)	Focused on Canva in graphic design instruction, not specifically on English writing	Both highlight Canva's features that enhance creativity and student engagement
3	Enhancing Students' Writing Skills through Collaborative Learning Using Canva	Putri (2023)	Focused on collaborative writing using Canva at a different educational level	Both emphasize Canva's role in fostering collaboration and improving students' writing performance
4	The Effectiveness of Digital Platforms in Teaching Writing to Senior High School Students	Sari (2021)	Focused on multiple digital tools, not Canva specifically	Both involve digital media integration in writing instruction
5	Improving Students' Descriptive Writing Ability Using Canva Application	Lestari (2022)	Focused on descriptive text and applied Canva at the elementary level	Both utilize Canva to support students' ability to compose and design written texts

**Table 1.1:** Relevant Study

## 2.4 Conceptual Framework



**Figure 1.1:** Conceptual Framework