



Canva-based E-portfolio in English Writing Class: The Implementation and Students' Response

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Abstract

The integration of technology in language learning is a crucial aspect in enhancing the results of second language acquisition. This study explores the implementation and student response to Canva-based E-portfolios as an alternative assessment method in an English writing class on procedural text among Grade 9 junior high school students. A case study design with the qualitative approach was used in this study. As many as 29 Junior High School students participated in this study. The data collection applied in this research included observation, interviews, and documentation. The interactive analysis that consisted of collecting data, reducing data, presenting data, and drawing conclusions was used to analyze the data. The results show that Integrating Canva-based E-portfolios into EFL writing classes offers a promising approach to enhance students' writing skills, foster visual literacy development, and promote active engagement in language learning. Furthermore, the students' responses indicate that incorporating Canva into EFL writing classes presents numerous advantages, including heightened student motivation, engagement, and creativity.

Keywords: *ICT, Canva-based E-Portfolio, Assessment, Writing Skill*

INTRODUCTION

Writing skills holds an important role in English language learning. Through writing communication, students grapple with expressing their thoughts effectively. However, technological advancement brings significance evolved in the landscape of education. Technology integration in education has revolutionized the way teachers deliver the content and the ways students engage with them (Khoiroh, 2023). Miranty, D, et. al. (2023) state that the use of technological tools has influenced new teaching and

assessment methods. Besides, Istihari et.al (2023) state that the rapid advancement of technology has brought about significant changes in education, offering both opportunities and challenges. One of the opportunities is the development of Information, technology and computer (ICT) assistance tools for education.

Canva for education is one of the tools that bring opportunities in education. It is an innovative platform that is beyond traditional boundaries and provides exciting possibilities for language learning. Students can create visually appealing e-portfolios and grow their linguistic ability, critical thinking, and creativity by exploring its features. This platform can pass on creative and collaborative skills that will last a lifetime with intuitive drag-and-drop tools to make visual learning and communication easy and fun (Canva, 2020 at Churiyah, M. At. al 2022). this helps teachers to easily develop various creative digital-based learning media (Scardina, 2018). Besides, the teacher also can use Canva for education to assess students' language skills through alternative assessments.

According to Brown and Hudson (1998, at Brown 2004: 252) the alternative assessment is the assessment that requires students to perform, create, produce, or do something. It also calls for teachers to perform new instructional and assessment roles. Berry (2008) also states that the most common alternative assessment tools are observations, experiments, journals, portfolios, exhibitions, oral presentations, interviews, and projects. According to Kemendikbud (2019), a portfolio assessment is a systematic and organized collection of evidence beyond past work, involving students, parents, and teachers in establishing assessment standards. This student-centered approach aligns with the evolving trends in teaching and assessing writing skills, making portfolio assessment a promising alternative for a comprehensive understanding of students' progress in writing. An E-portfolio is one of the alternative assessments that possibly applied in assessing students' writing skills. According to Genes and Upshur (1996 at Brown 2004), a Portfolio is a collection of students' work that demonstrates their effort, progress, and achievement in specific areas. It is also a representation of individual abilities (Avraamidou and Zembal-Saul 2002, at Bryant, L. H., & Chittum, J. R. 2013). An E-Portfolio can be defined as a digital collection of artifacts including demonstrations, resources, and accomplishments that represent an individual, group, organization, or institution (Lorenzo and Ittelson 2005, at Bryant, L. H., & Chittum, J. R. 2013).

The integration of Information and Communication Technology (ICT) is a crucial aspect of secondary school learning, aiming to enhance efficiency and effectiveness (Kemendikbud, 2013). Teachers are encouraged to

develop ICT applications tailored to students' needs, with platforms like Canva serving as valuable media. Canva, identified by Christiana & Anwar (2021) as a graphic design tool, offers more than a million photos, graphics, and fonts in a user-friendly format. Originally designed for visual purposes, Canva not only serves as a learning medium for teachers but also functions as an assessment instrument, providing a versatile platform. Assessment, integral to the learning process, gauges students' mastery of knowledge and skills, providing a basis for program evaluation. Traditionally, cognitive assessments relied on paper and pencil tests, but these posed challenges like decontextualized items hindering learning and exam stress-related errors (Dicerbo, 2014; Permana et al., 2016; Wardana & Dinata, 2016). Proposing a solution, computer-based test instruments offer a dynamic and stress-free alternative (Subali, 2012). With these changes, teachers are urged to transition from knowledge providers to facilitators, ensuring resource access and a platform for students (Wardana & Dinata, 2016). Canva, as a learning medium, aligns with this transition, promoting active participation and an enjoyable learning experience for digital native students (Permana et al., 2016).

Myriads of studies have been conducted to see the effectiveness of Canva as learning media. A study by Noor et al. (2023) investigates the impact of Canva on students' writing skills, specifically in making greeting cards. Using a true experimental design, it compares an experimental group using Canva with a control group using conventional media. The study identifies gaps for further exploration, suggesting a need to explore the effectiveness of Canva in teaching writing skills for greeting cards, its influence on creativity, and the utilization of its design elements. Similarly, Hadi et al. (2021) and Faqih et al. (2023) found the effectiveness of Canva in enhancing students' writing skills, emphasizing the complexity of writing involving grammar, spelling, vocabulary, and sentence structure. Both studies employed pre-tests and post-tests, revealing significant improvements. Faqih et al. (2023) additionally highlight the three fundamental areas of writing studies: cognitive, linguistic, and sociocultural aspects. They emphasize writing as a crucial skill for expressing thoughts and feelings, addressing common challenges students face, and integrating Project-based Learning (PjBL) to enhance social learning and writing skills.

Furthermore, Khairunnisa. I.F. et.al (2023) found that the use of Canva to assist in Writing Procedural text at one Junior High School in Cimahi was able to scaffold students' writing ability and create a more immersive experience in the learning process. Students give positive feedback and attitude during the class. Other research conducted by Hadi, M. S., Izzah, L.,

& Paulia, Q. (2021) investigated the effectiveness of Canva to enhance students' writing performance. This research reported that Canva has a positive influence not only in scaffolding students' writing skills but also in creating effective classroom teaching and learning and saving time. Meanwhile, Rezkyana, D., & Agustini, S. (2022) conducted research entitled 'The Use of Canva in Teaching Writing' for the Junior High school level. The research found that Canva helps students improve their writing ability. It has a complete feature such as an editable template, so it allows students to generate ideas, writing context, and structures easily.

However, these studies have not explored Canva's potential as an assessment medium, as they only focused on its potential as a learning tool. This study aims to bridge this gap by exploring the new role of Canva as an innovative tool for assessing students' writing skills, in addition to its role as a teaching tool. The research will focus on analyzing the implementation of Canva and students' attitudes towards its use as a platform for assessing procedural text writing skills in English classes for junior high school, with assignments in the form of e-portfolios. This will provide a deeper understanding of how information technology and computer (ICT) assistance can be used to carry out alternative assessments, such as e-portfolios, in English language classrooms for junior high school students.

METHOD

Research Design

This study adopts a case study design with the qualitative approach as proposed by Creswell (2012) specifically phenomenology, to deeply explore the experiences and perceptions of EFL students as they utilize Canva to enhance their writing skills. The qualitative approach is used to comprehend people's ideas, experiences, attitudes, behavior, and interactions, and it provides study participants a voice (Pathak et al, 2013). This qualitative study aims to determine the implementation of Canva media in English language learning in procedure text material for Grade IX.

Research participants

The study used purposive sampling by selecting 29 EFL Junior High School students of grade 9 consisting of 19 boys and 10 girls. According to their Semester summative assessment, the students had diverse linguistic backgrounds and English writing levels.

Data Collection Procedures

The data collection applied in this research were observation, interviews and documentation. The first step is participatory observation. Haryoko et al. (2020, p. 156) believes that in participatory observation, researchers observe,

listen, and participate in the activities being researched. This research applies direct observation techniques, namely observations and recording carried out on the subjects of the study namely grade IX students at SMP Ki Hajar Dewantoro. In addition, interviews were also used in collecting the data. Interviews can be defined as the collection of data through a series of verbal questions and answers conducted by interviewers and sources (Jain, 2021). In this study, interviews were conducted by interviewing the selected students from the class. The ongoing question and answer sessions in the interview were recorded. Furthermore, several activities and behaviors in learning activities also become a form of documentation in this study. Documentation according to Boweni (2009) is the acquisition of data directly from the place where the research is carried out, including books, photos, regulations, document files, activity reports, journals, documentary films that are relevant to the research. Documentation was used to obtain data regarding the implementation of Canva media in English language learning about procedure text. In this study, the documentation was done through activity reports and photos. Several photos of the learning process as well as the results of worksheets from grade IX students were taken as documentation for this research.

Data Analysis

After the data were collected, the data were sorted in the sense of directing, discarding what was necessary and organizing them. In this case, the data obtained from classroom observations, interviews, and documentation were sorted. In addition, the data will be studied and compared with theory and furthermore, the data analysis was continued by concluding. The analytical method used in this case was interactive analysis as stated by Miles and Huberman (as cited in Asipi et al, 2022) the steps consisted of collecting data, reducing data, presenting data and drawing conclusions. Informal methods are used to present the results of data analysis in this study. According to Swain (2020), informal methods are a form of presenting data in the form of simple and narrative words which are then described and explained carefully. The presentation of the results of the data analysis is also discussed and compared with previous theory and studies

RESULT AND DISCUSSION

The Implementation of Canva as the E-Portofolio

Lesson Planning and Preparation

First and foremost, the teacher prepared and designed a lesson plan. The lesson plan was allotted for four meetings in two weeks. Each meeting was two lesson hours. According to the lesson plan, each meeting consisted

of activities that scaffolded the students to produce the expected outcomes. The instructional activities in the lesson aimed at introducing contextual meaning related to social function, text structure, and linguistic features of procedural texts especially in the writing about recipes, building knowledge of the field, mode In the first meeting also The second meeting was about giving the students models of the procedural texts and joint construction of the text (JCOT). The next meeting was Independent Construction of the Text (ICOT) and the last meeting, the students were asked for the final draft in the Canva application and reflection. In addition, the teacher also prepared the teaching materials such as making power-point presentations, collecting examples of the targeted texts, designing texts on the canva, and preparing any audios and videos that supported the learning process.

Implementation

After the lesson plan, teaching materials, and evaluation tools were prepared, the teacher carried out the lessons in the allotted time which was eight lesson hours in two weeks. There was four meetings in total and each meeting had a purpose according to the writing stages based on the genre-based approach namely Building Knowledge of Field (BKOF), Modelling of Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). The explanation of each stage is elaborated as follows.

1. Building Knowledge of Field (BKOF) and Modelling of The Text (MOT)

The BKOF stage, the teacher needs to carry out activities that can arouse students' motivation and interest in learning. In the first meeting, the teacher started the lesson by conducting an apperception or asking questions about students' experiences in making something. The teacher asked the students about their favorite food or drink and how to make it. After the students mentioned their favorite food and drink, the teacher showed some pictures of food and drink on the screen and asked the students whether they could make them. This activity helped students to recall the knowledge they already have about procedural text. The next activity was the teacher's presentation. At this stage, the teacher delivered material about procedural texts, especially how to make food and drink. The teacher actually showed an example of text on how to make a glass of mango juice.

Figure 1. The teacher showed a video on giving procedure



The teacher showed a video on how to make a glass of mango juice and showed the text of it. The teacher not only explained the materials and the steps, but also explained the linguistic features that were involved in the text such as the generic structure of the procedural text, the tenses being used in the text, and some cohesive devices were introduced. The material presented included the structure, elements and language rules of procedural texts. The students were asked to pronounce the words that become key points from the procedural text such as the linkers first, second, third, etc.

The teacher also gave the students another model of procedure text. In this activity, the students in pairs were asked to identify the generic structure of the text. In addition, the students were also asked to highlight using highlighter or underline the verb used in the text as well as the cohesive devices. The text given to the students was shown below.

Figure 2. The text given to student as a model

HOW TO MAKE RUJAK BUAH

INGREDIENTS:

- 1 papaya, cut into 1/2 inch cubes
- 1 cucumber, peeled
- 1 mango, peeled cubed
- 1 Apple, cut into 1/2 inch cubes
- 3 tablespoons peanuts, fry
- 1 hot chilli pepper, seed, sliced
- 1/4 cup brown sugar
- 1 tablespoon tamarind, dissolved in 1/4 cup water

STEP:

- Mix all the fruits together
- Grind chillies and salt
- Add brown sugar
- Add dry roasted peanuts and grind completely
- Pour some tamarind liquid
- Mix the sauce and fruits together
- Serve chilled

To enhance their understanding of the procedural text, the students were given another task namely answering some questions based on the given text. At this stage, students were given exercises to hone their understanding of procedural texts. The text and the questions were as follows.

Figure 3. The format text and question

Quiz Chapter 4

How to Make Brownies

Ingredients:

- 1 cup of butter
- 1 1/2 cups of dark chocolate
- 1/2 cup of flour
- 4 eggs
- 1/2 cup of regular sugar
- 1/2 cup of white sugar

Steps:

1. Mix the chocolate with the butter.
2. Mix the eggs with the sugar and the vanilla extract.
3. Preheat the oven to 180 degrees.
4. Combine the mixups well.
5. Put the mixups in a brownie tin.
6. Grease a brownie tin.
7. Add a little flour to cover the tin.
8. Bake for 20-25 minutes.
9. To check the brownies, put a knife in them. The knife must be moist.
10. Eat them 15 minutes after you took them out of the oven.

1. How much flour do you need to make brownies?
2. What is the first thing to do when making brownies?
3. What should you do before combining the mixes?
4. What should you do after greasing a brownie tin?
5. According to text, how many steps are there to make brownies?
6. According to the text, is it difficult to make brownies?
7. What is the purpose of the text?
8. Eat them 15 minutes after you took them out of the oven.
The underlined word refers to....
9. Grease a brownie tin.
The underlined word could best be replaced by....
10. The knife must be moist.
What is the antonym of 'moist'?

2. Joint Construction of the Text (JCOT)

After the students were exposed to some models of good procedural text, the next activity was continued to JCOT. Joint Construction of the Text (JCOT) is one of the stages in learning (writing) which aims to provide opportunities for students to collaborate in compiling texts. In learning procedural texts about how to make food, the teacher applied the following JCOT steps.

In the initial stage, the teacher formed groups of students consisting of 3-4 people. Group formation was done heterogeneously so that students learned from each other and exchanged ideas. The teacher gave each group an assignment to compose a procedural text about how to make a certain food. The groups were free to choose the topic of the text (food). Students in groups discussed composing procedural text on a piece of paper. Here, the teacher checked each group to see if the group went well and assisted the group which need

Figure 4. The situation of group discussion

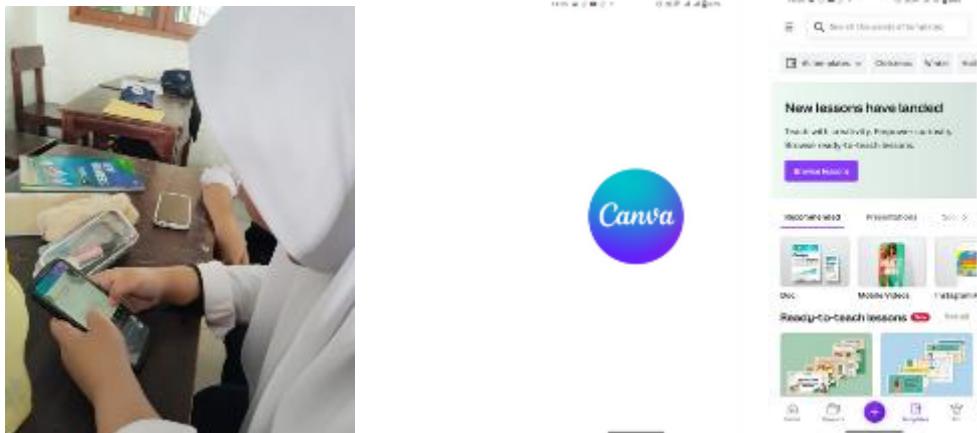


Figure 5. Group progress check of the activity



After the group was done with the draft, the students in groups read the procedural text that had been prepared. Teachers and other students provided responses to the text and the group was asked to revise the text based on responses from teachers and other students. After the students revised their text, they wrote the text on canva application. The students used their mobile phone to write their procedure text. They were allowed to use their favorite template from the Canva application or they might make their own template.

Figure 6. The Canva and students work on Canva Platform



In this stage, the students wrote the materials, tools, and steps based on the revised text. Teachers provided assistance and direction to students or groups who needed assistance. The students in the group added pictures and other elements to enhance the design. After the design was done, the teacher checked the text. When the text was ready, the group prepared for

the class presentation. Teachers and other students shared feedback on the presentation.



figure 7. Showcasing student's e-portfolio by canva

3. Independent Construction of the Text (ICOT)

At the ICOT stage, students were given the opportunity to compose procedural texts independently with guidance and direction from the teacher. Teachers provided guidance and direction to students to ensure that the procedural text prepared by students had a clear structure, employed effective language using a variety of cohesive devices, and was equipped with attractive illustrations. After the students were done with the design, the students shared the link of the canva to the teacher. Below are some students' examples of their work.

Figure 8. Student's e-portfolio by Canva

Two screenshots of student e-portfolios for a 'How to Make a Coffee' procedure. Both designs include a title, ingredients, steps, and a group photo. The left design features a whiteboard background and a coffee cup icon. The right design features a green leafy background and a coffee cup image. Both designs include a group photo at the bottom.

Assessment and Reflection

The assessment of the activity consisted of three namely attitude assessment, knowledge assessment, and skill assessment.

1. Attitude (Observation Assessment)

Observation assessment was based on observing students' daily attitudes and behavior, both related to the learning process and in general. Direct observation was carried out by the teacher. The following was an example of an attitude assessment instrument.

2. Self-assessment

As the center of learning shifts from teachers to students, students are given the opportunity to assess their own abilities. However, in order to make the assessment remain objective, the teacher should first explain the purpose of this self-assessment, determine the competencies that will be assessed, then determine the assessment criteria that will be used, and lastly formulate the assessment format. In short, the assessment format is prepared by the teacher first.

3. Peer Assessment

This assessment is carried out by asking students to rate their own friends. Likewise, with assessments, teachers should explain the purpose and objectives of the assessment, create assessment criteria, and also determine the assessment format.

4. Knowledge Assessment

| No | Aspek yang Dinilai | Kriteria | | Skor 1-5 | Skor 1-4 |
|----|---------------------|--|--|----------|----------|
| 1 | Tujuan Komunikatif | Sangat memahami | | 5 | 4 |
| | | Memahami | | 4 | 3 |
| | | Cukup memahami | | 3 | 2 |
| | | Kurang memahami | Hampir tidak memahami | 2 | 1 |
| | | Tidak memahami | | 1 | |
| 2 | Keruntutan Teks | Struktur teks yang digunakan sangat runtut | | 5 | 4 |
| | | Struktur teks yang digunakan runtut | | 4 | 3 |
| | | Struktur teks yang digunakan cukup runtut | | 3 | 2 |
| | | Struktur teks yang digunakan kurang runtut | Struktur teks yang digunakan hampir tidak runtut | 2 | 1 |
| | | Struktur teks yang digunakan tidak runtut | | 1 | |
| | | | | | |
| 3 | Pilihan Kosakata | Sangat variatif dan tepat | | | 5 |
| | | Variatif dan tepat | | | 4 |
| | | Cukup variatif dan tepat | | | 3 |
| | | Kurang variatif dan tepat | Hampir tidak variatif dan tepat | 2 | 1 |
| | | Tidak variatif dan tepat | | 1 | |
| | | | | | |
| 4 | Pilihan Tata Bahasa | Pilihan tata bahasa sangat tepat | | | 5 |
| | | Pilihan tata bahasa tepat | | | 4 |
| | | Pilihan tata bahasa cukup tepat | | | 3 |
| | | Pilihan tata bahasa kurang tepat | Pilihan tata bahasa hampir tidak tepat | 2 | 1 |
| | | Pilihan tata bahasa tidak tepat | | 1 | |
| | | | | | |

Figure 9. Knowledge Assessment Table

5. Skill assessment

| No | Aspek yang Dinilai | Kriteria | | Skor 1-5 | Skor 1-4 | 3 | Keruntutan Teks | Keruntutan teks sangat tepat | | 5 | 4 | |
|----|-----------------------------|--------------------------------|--------------------------------------|----------|----------|---|---------------------|----------------------------------|--------------------------------------|---|---|--|
| 1 | Keaslian Penulisan | Sangat original | | 5 | 4 | | | Keruntutan teks tepat | | 4 | 3 | |
| | | Original | | 4 | 3 | | | Keruntutan teks cukup tepat | | 3 | 2 | |
| | | Cukup original | | 3 | 2 | | | Keruntutan teks kurang tepat | Isi hampir tidak sesuai dengan judul | 2 | 1 | |
| | | Kurang memahami | Hampir tidak original | 2 | 1 | | | | | 1 | | |
| | | Tidak original | | 1 | | | | Pilihan kosakata sangat tepat | | 5 | 4 | |
| 2 | Kesesuaian isi dengan judul | Isi sangat sesuai dengan judul | | 5 | 4 | 4 | Pilihan Kosakata | Pilihan kosakata tepat | | 4 | 3 | |
| | | Isi sesuai dengan judul | | 4 | 3 | | | Pilihan kosakata cukup tepat | | 3 | 2 | |
| | | Isi cukup sesuai dengan judul | | 3 | 2 | | | Pilihan kosakata kurang tepat | Pilihan kosakata hampir tidak tepat | 2 | 1 | |
| | | Kurang sesuai dengan judul | Isi hampir tidak sesuai dengan judul | 2 | 1 | | | | | 1 | | |
| | | Isi tidak sesuai dengan judul | | 1 | | | | Pilihan tata bahasa sangat tepat | | 5 | 4 | |
| 3 | Pilihan tata bahasa | Pilihan tata bahasa tepat | | | | 5 | Pilihan tata bahasa | Pilihan tata bahasa | | 4 | 3 | |

Figure 10. Skill Assessment Table

Students' Response on the Use of Canva as the e-Portfolio

Learning English writing about procedure text using Canva received a positive response from students. To find out students' responses regarding using Canva as a writing platform and online portfolio, interviews with several students were conducted. Based on the results of interviews with students who took part in learning English about procedural texts with the help of the Canva application, several themes were found which were students' positive responses to the learning.

The first response deals with the easiness of using canva as a medium for writing platforms, especially writing procedural text. The students felt that using the Canva application was quite easy because there were many templates that could be used. The student 1 agreed that the Canva platform was easy to use.

"It's fun and makes me more skilled in editing. Canva also has templates that make it easy for us as students. I really enjoy when I make a procedure text with Canva because Canva has a template so we just change the name of the project." *INT_Std1*

Similarly, student 4 contends that using Canva is interesting because it provides various templates. She said:

"The most interesting part from Canva is that the platform provides us with many templates such as for birthdays, for Instagram, and it is supportive for learning procedure text and I choose to use Canva over paper (traditional method)." *INT_Std 4*

These templates already have a clear structure so the students did not require to think about the text structure from scratch. In addition, the templates provided a variety of font and color options and the students could choose the

font and color that suits their theme and the most important thing was that the templates provided various images and videos that can be used to enhance the text and make the text more interesting.

The second response is related to the simplicity of the application and the ease of understanding the material. Students found it easier to understand the material because learning was equipped with pictures and videos. Pictures and videos can help students to visualize the material being studied, so they can understand it better. Regarding this, student 6 shared his feelings on using Canva.

"I am so happy because Canva is easier than other applications.

Canva is simpler and easier to understand." *INT_Std6*

Student 8 claimed that the pictures in Canva were helpful to illustrate the text more clearly. She said:

"Canva application makes our writing interesting because it has many pictures that fit with the topic that we are writing" *INT_Std8*

RESULT AND DISCUSSION

Using the Canva application as an e-Portfolio in learning English, especially in learning to write procedure text, can provide various benefits. Canva allows students to create creative and engaging digital portfolios, which can include a variety of text genres, including procedure text. By shifting from the paper-based portfolio to digital portfolio, as the finding suggests, it can improve students' motivation to get involved in the lesson. This is in line with the results of the study by Li, Bo, & Nguyen (2023) stating that the use of Canva as e-Portfolios can increase students' motivation and involvement in learning since the features in the platform help reduce writing anxiety among the students when producing an English text. Apart from that, Canva also provides a variety of features that allow students to present text and images in an attractive and aesthetic way, which is in line with the English language learning objectives of developing language skills and visual literacy. According to Chang & Kabilan (2022), the use of technology in foreign language learning can help students develop language skills holistically, including writing skills.

In the context of learning to write procedural texts, using Canva can also help students understand the structure of procedural texts better through visual presentation and application of appropriate designs. According to Willyarto et al, (2020) visual presentation can help students understand information better, bring an interesting ambiance, long endurance of understanding for students, and strengthen their visual literacy skills. However, it is crucial to note that using Canva as an e-Portfolio also needs to

be integrated with in-depth learning of the procedural text itself. In this sense, the teacher should check whether the students understand the structure of procedure texts, the use of imperative language, and the steps in writing procedural texts as the main lesson objective, not overwhelming on the Canva itself. Thus, using Canva can be an effective assessment alternative, allowing teachers to evaluate students' understanding of procedural texts while also developing their visual literacy skills.

All in all, using Canva as an e-Portfolio in English language learning, especially in the lesson of writing procedural text, can provide various benefits, starting from increasing student motivation and engagement to developing visual literacy skills and creativity.

CONCLUSION

The results of the research suggest that using the Canva application as an e-portfolio in EFL writing class on procedure text can effectively be used as an alternative assessment. The Canva application has various features that can help students develop procedural text writing skills, such as template features, images, and animations, as well as sharing features. The Canva application can be applied in writing classes because it has various features that can help students develop their writing skills. Apart from that, this application can also make learning more fun for students. As for suggestions, teachers can provide clear directions to students regarding the format and content that must be contained in the portfolio. Teachers can also provide guidance and feedback to students in developing their portfolios and use them as an alternative to assess students' procedural text-writing skills.

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