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Canva and Comic Strips: Facilitate Teaching Writing Instruction

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Abstract: The purpose of this study is to examine the use of Canva and comic strips as instructional tools for enhancing writing proficiency in the class of XI-9 at SMA Negeri 7 Purworejo. This study aims to develop efficacious and innovative pedagogical approaches that align with students' learning objectives by investigating the utilization of comic strips and Canva as tools for enhancing writing proficiency. The present study conducted utilizing the CAR (classroom action research) methodology. The study revealed that the utilization of comic strips and Canva has a substantial positive impact on the enhancement of pupils' writing abilities. The students exhibited increased exploratory behaviour following the utilization of comic strips and Canva for writing. The researchers made efforts and obtained numerous findings from the media. Canva exerts a significant impact on fostering creativity and enhancing the engagement of pupils in writing tasks, leading to heightened interest and motivation among students to develop their writing skills. Concurrently, comic strips play a role in enhancing students' competencies in various domains, including grammar, vocabulary, and organization.

Keywords: Canva, Comic Strips, Teaching Writing

1.   Introduction

Mastering proficient writing skills is crucial for success in professional and educational contexts. However, a significant number of high school seniors face difficulties when it comes to effectively and accurately articulating their viewpoints through written communication. Proficiency in writing is a fundamental linguistic competency that pupils must acquire. Students often fail to prioritise cultivating their writing abilities even though it is highly valued and pragmatic. Written communication is how individuals convey their thoughts and ideas to readers through written text (Hidayati, 2018). Thus, it may be inferred that writing is a symbolic medium to convey and transmit ideas and thoughts through written expression. Writing plays a crucial role in pupils' acquisition of language proficiency.

Writing content for students entails a multifaceted undertaking with numerous difficulties and barriers. Student writers often encounter challenges that hinder their ability to produce well-organized and coherent writing. Ruegg (2018) highlights the prevalent challenge associated with generating ideas, selecting pertinent topics, organising thoughts, editing, and revising in academic writing. In order to effectively overcome these challenges, students need to engage in a multifaceted process involving self-assessment, introspection, and analytical reasoning. Moreover, Amrizal (2022) emphasises the aggravated effect of these obstacles inside the educational setting due to instructors' disregard for easily accessible resources, including classroom environments and infrastructure. Consequently, students often encounter complications from a multifaceted interaction of language, contextual, and cognitive factors, which impede their capacity to develop as writers.

In order to assist students in overcoming difficulties in English writing in an EFL learning environment, it is crucial to comprehend the primary obstacles they encounter. Examining written work from students in grades XI-9 of SMA N 7 Purworejo revealed numerous significant challenges. Many students have difficulties comprehending the context of the written material they read, which restricts their ability to participate in critical analysis. Furthermore, their restricted reading competence impairs their capacity to grasp the fundamental aspects of the English language, impeding their writing abilities. Furthermore, these pupils encounter grammar-related obstacles, resulting in their inability to formulate grammatically accurate phrases and articulate their thoughts with clarity.

Moreover, students frequently encounter difficulties selecting the appropriate vocabulary to express their ideas coherently, a challenge exacerbated by a dearth of innovative instructional materials and a less captivating learning atmosphere. Their limited access to technology and digital resources further impedes their capacity to fully utilise contemporary writing instruments and styles. Furthermore, pupils cannot clearly understand how to organise their writing according to recognised norms, leading to disorganised and fragmented work. The quality of their writing is further compromised by the irregular use of punctuation and capitalisation, reducing the efficacy of their communication. In order to adequately tackle these concerns, it is imperative to develop a comprehensive approach that considers multiple elements. The tactics above encompass enhancing the fundamental aspects of English language literacy, enhancing skills in vocabulary and grammar, diversifying instructional approaches, optimising the utilisation of electronic and technology learning materials, and providing many opportunities for organised writing exercises. SMA N 7 Purworejo has the potential to cultivate proficient writers who can make valuable contributions to the academic community through effective, coherent communication of their ideas.

Much language learning research is exploring integrating technology into writing instruction. Furthermore, current scholarly investigations in the field of EFL (English as a Foreign Language) have underscored the significance of integrating visual media to enhance students' writing skills. In their study, Wiyaka et al. (2018) highlight the significance of technology as an effective instructional tool for language learning, as it can potentially enhance student motivation. The present investigation will utilise Canva as the chosen technological instrument. Canva is a digital platform that offers a wide range of visual media resources, serving as a valuable tool for exploring several domains beyond language acquisition. The online platform possesses a collection of genuine resources readily available for access (Utami & Djamdjuri, 2021). The acquisition of experience throughout a meaningful learning practice facilitates enhanced retention of acquired knowledge among students. Through Canva, students can actively participate in the creative process, facilitating the repetition of information by leveraging their pre-existing expertise.

Accordingly, the teacher needs to possess the ability to recognise and implement suitable instructional approaches, especially when choosing the medium of instruction. Comic strips represent a media that can be effectively employed for pedagogic purposes in the context of writing instruction. Moreover, Yunus et al. (2012) assert that the utilisation of digital comics serves as an encouragement for fostering writing skills among students. In prior research, comics enhanced students' writing proficiency, specifically in optimising vocabulary and grammar acquisition. Thus, Solano et al. (2021) assert that using comics as a language learning tool is an effective strategy for instructing writing skills to children with limited proficiency in the English language. The implications of this study's research findings extend to the design of writing curricula in senior high schools and the broader integration of digital technology in writing education. Furthermore, the primary objective of this study is to examine the use of comic strips and Canva as instructional material for teaching writing.

2.   Literature Review

2.1   Teaching Writing Approaches

According to Burns and Siegel (2018), writing effectively requires a comprehensive understanding of language and textual content, a strategic approach, and an awareness of societal factors. Given the intricate nature of the writing process, educators must possess a profound comprehension of their students' writing abilities. Teachers who have a comprehensive comprehension of writing instruction are more adept at recognising the developmental stage of their students in terms of acquiring and expressing knowledge.

Consequently, they can employ specific pedagogical strategies to transform students' understanding (Wahleithner, 2018). According to Burns and Siegel (2018), educators must thoroughly examine diverse cultural assumptions and attitudes to facilitate effective instruction in writing. Teachers can foster a conducive learning environment by demonstrating instructional texts and providing targeted exercises for presenting arguments tailored to a specific audience or highlighting variations in rhetorical demands (Burns & Siegel, 2018). This pedagogical approach has the potential to facilitate students in acquiring the necessary skills to adeptly navigate a wide range of cultural contexts and proficiently articulate their thoughts and ideas through written communication.

Moreover, a study of Keen's (2017) research yields a pertinent exploration of several pedagogical approaches to writing teaching. Keen's literature review delves into the two main classifications of writing instruction: product-based and process-based. Product-based learning techniques commonly commence with students engaging in the process of reading a model work, followed by the identification of genre traits that may then be applied to construct their own written work. Conversely, process techniques perceive composition as a series of interconnected and subordinate stages, including planning, draughting, revising, and commemorating the act of writing. The repetitive nature of this process enables students to enhance their writing skills via repeated practice. In instructional techniques, Keen (2017) emphasises the significance of fostering long-term learning, positing that focusing on immediate outcomes may not yield optimal outcomes in enhancing students' writing proficiency. Educators need to implement teaching practices that prioritise the long-term enhancement of writing skills.

The significance of using technology throughout writing instruction lies in its potential to enhance student academic performance and facilitate proficient communication. For a considerable period, scholars such as Robinson et al. (2019) have advocated for the professional development of communication and writing teachers by incorporating resources from the Internet into their instructional approaches. This approach is predicated on the notion that equipping educators with the necessary resources to utilise technology effectively can lead to a more intentional and concentrated utilisation of digital technologies, enhancing student engagement and facilitating learning outcomes. Furthermore, the study by Santika et al. (2023) highlights the undeniable correlation between students' ability to produce work of superior quality and their possession of proficient writing skills and sufficient access to technological resources. The collective results of these studies provide evidence in favour of incorporating technology into writing teaching to enhance communication skills and advance student achievement.

Incorporating visual aids in instructional writing facilitates the elucidation of written content and fosters the development of creativity in the invention of ideas and the enhancement of vocabulary (Laraswati & Suharsono, 2016). Students who demonstrate proficient use of technology can engage more extensively in writing due to their ability to access visual stimuli that stimulate their inherent creativity and imagination. Furthermore, the study conducted by Korucu (2023) sheds light on the positive attitudes demonstrated by students towards integrating social networking sites into writing education. Students benefit from implementing self-regulated learning strategies, which effectively augment their proficiency in academic writing. This is achieved through engaging in interactive educational activities and actively participating in the pre-writing phase. The findings of this study demonstrate that incorporating technology, specifically social networking platforms, provides students with opportunities to engage with established educational settings while encouraging them to explore novel experiences.

2.2   Student's Writing Challenges

The EFL context presents many obstacles in both the learning and instruction of writing. The complexity of the writing task arises from the substantial number of practical and theoretical subjects that need to be considered. Texts also give rise to ethical enquiries on rights and responsibilities. According to the findings of Ghabool et al. (2012), it is recommended that educators support students in assuming responsibility for their writing. Students face inherent restrictions and encounter challenges when acquiring proficient writing skills. In contrast, students encounter challenges in acquiring proficiency in English as a Foreign Language (EFL) writing, significantly when their classroom instruction is constrained. This can lead to structural difficulties, including difficulty selecting appropriate vocabulary, employing correct grammatical structures, and formulating coherent plans about specific subjects (Kim & Kim, 2005). Based on Ahmed's (2019) findings, the primary

obstacles encountered by learners, as indicated by the questionnaire results, pertain to grammar, idea organisation, and punctuation. Notably, students identified mapping as the most arduous writing technique, potentially attributable to their limited understanding of fundamental writing principles, insufficient opportunities for practice, reliance on conventional instructional methods, and subpar academic backgrounds. Implementing the writing challenge significantly impacts students' proficiency in acquiring writing abilities. The effective management of writing problems is crucial in enabling students to attain proficiency in the target writing languages.

Numerous issues and obstacles persist among English as a Foreign Language (EFL) students' writing proficiency. The study conducted by Alsied and Ibrahim (2017) revealed that Libyan educators exhibited unfavourable dispositions towards their students' research endeavours due to several factors. These factors encompassed a dearth of motivation, inadequate knowledge of research background, limited availability of resources in the library, an inadequate number of research-oriented courses, and a lack of Internet connectivity within the college. This study investigates challenges related to proficiency in academic writing conventions, the analysis of topics, and the utilisation of writing to construct social identities. Additionally, it explores the capacity to assess and employ this knowledge in various contexts and deficiencies in sentence construction (Pineteh, 2014). One issue that can be inferred from the abovementioned concerns is the limited level of motivation among students in writing. Students exhibit a deficiency in motivation, leading to a dearth of confidence in their writing abilities, including a fear of committing grammatical errors and a limited vocabulary. Teachers employ a limited range of media in their instructional practices, resulting in diminished student engagement with writing instruction.

2.3   Implementing Canva and Comic Strips in Writing Class

Aside from clarifying the definition and implications of Canva and comic strips in writing, it is also vital to deliberate on using these mediums during writing instruction. Numerous strategies exist through which educators might employ Canva and comic strips to influence students' reception of informative content. Canva provides a variety of tools to facilitate the completion of writing jobs. The diverse range of templates available on Canva renders it a very accessible platform for customisation to suit the specific requirements of the educational process. The Canva platform enables students to engage in design and composition activities before downloading the resulting file in their preferred format. As per Martin's (2016) assertion, Canva offers educators and learners a straightforward and innovative method for designing digital content. The platform facilitates the creation of social media postings, posters, presentations, and single-page documents by enabling users to utilise its drag-and-drop capability.

According to Hadi et al.'s (2021) findings, implementing a drag-and-drop interface in the classroom enables students to create visual representations incorporating vocabulary. Students subsequently use these visual representations to shape narrative paragraphs within the Canva platform. Following the deployment, pupils experience enhanced retention of complex English vocabulary due to the visual aids supplied. The study conducted by Hadi et al. (2021) yielded positive outcomes regarding students' language proficiency, enhancing their essay writing abilities. In a separate study conducted by Septiani et al. (2023), they employed Canva as a tool for students to compose a short story review, adopting a method that facilitates its utilisation by both educators and learners. Moreover, Septiani et al. (2023) state that Canva is employed as a means for teachers to provide pupils with an issue, specifically through a brief narrative. In addition, the instructor will guide the students in converting the brief narrative into a comprehensive analysis. Before engaging in this educational activity, the instructor employed audio-visual media generated using Canva to foster students' creativity and enthusiasm inside the learning environment.

In contrast to Canva, comic strips become more common during pre-writing task execution. According to the research conducted by Hamidah et al. (2015), students demonstrate the ability to produce ideas while in the pre-writing phase through using comic strips. This particular difficulty poses a substantial obstacle to their development of writing skills. Fostering the kids' imaginative faculties could provide advantageous outcomes in this context. In their study, Megawati and Anugerahwati (2012) proposed that through a comparative analysis of the comic strip format and the corresponding text, they could identify specific elements within the comic strips that typified the overarching structure of narrative texts. The use of comic strips helps students improve their writing skills by providing a clear and sequential visual representation, reinforcing their

understanding of the narrative flow. Moreover, students can augment their comprehension of grammatical principles by transforming direct speech into indirect speech within the speech bubble (Megawati & Anugerahwati, 2012). The graphical representation in comic strips facilitates pupils' ability to visualise the events shown in the comic mentally.

Comic strips are advantageous in facilitating students' understanding of vocabulary due to the integration of visual imagery and textual explanations, which enables the characters' expressions to correspond with the content of the conversation (Megawati & Anugerahwati, 2012). This assertion is further corroborated by the research conducted by Wijaya et al. (2021), which demonstrates that comic strips function as an indirect medium through which students can gain lexical knowledge by integrating words and visuals within the strips. Furthermore, it enhances students' capacity to commit to memory and efficiently retrieve sentences.

3.   Method

This research utilised a Classroom Action Research (CAR) methodology to tackle the difficulties in improving students' writing abilities in an EFL (English as a Foreign Language) setting. The choice of CAR was intentional, motivated by the pressing necessity to enhance students' writing skills and the aspiration to apply immediate, practical approaches in the classroom environment. Burns (1999) defines action research as a systematic investigation undertaken by teacher researchers, principals, school counsellors, or other parties involved within the educational setting to collect data regarding the operational dynamics of their schools, their instructional methods, and the efficacy of student learning. The CAR technique perfectly aligns with the research objectives, which focus on producing practical outcomes that can be immediately applied in the classroom setting. This methodology is desirable to educators because of its continuous planning, action, observation, and reflection process, facilitating ongoing enhancement and modification of instructional tactics (Kemmis & McTaggart, 2014). Moreover, CAR offers a promising pathway for enhancing concepts about pedagogy, effectively connecting theoretical frameworks with practical applications in educational environments (Burns, 1999).

Recent literature further substantiates the effectiveness of CAR in educational settings. Mertler (2024) asserts that CAR enables teachers to engage actively in research, enhancing their comprehension of teaching methodologies and student learning results. Furthermore, Rainey (2011) states that CAR equips educators with the tools to analyse their classroom challenges systematically, reflect on their methodologies, and enact modifications based on their observations. In the realm of EFL writing teaching, CAR has demonstrated notable efficacy. Dikilitaş and Griffiths (2017) illustrated the efficacy of action research in enhancing language teachers' research competencies and refining their instructional methodologies. Banegas et al. (2020) recently offered extensive insights into the use of action research for language teaching situations, reinforcing the approach's efficacy in tackling numerous facets of EFL instruction, mainly writing.

This study gathered two unique types of data: quantitative and qualitative. Qualitative data were collected using various methods, including semi-structured interviews with teachers and students, classroom Observations, and examination of pertinent instructional resources and student assignments. The triangulation method improves the validity and reliability of study findings (Burns, 2009). Quantitative data were obtained by evaluating the score of students' writings on pre-tests, post-test 1, and post-test 2, yielding measurable proof of the intervention's effect on student performance. The researcher comprehensively examined qualitative and quantitative data to ascertain the definitive conclusions of this study. Creswell and Clark (2017) state that a mixed technique facilitates a thorough comprehension of the study issue by integrating the depth of the qualitative insights with the accuracy of quantitative metrics. This rigorous CAR technique seeks to enhance writing skills in the desired classroom and contribute to the broader understanding of good EFL writing instruction.

4.   Result

4.1   Students Writing Score

The researcher intends to offer the overall findings on the students' writing scores and the specific scores about several aspects of writing, including organisation, content, style, punctuation, quality of expression, and grammar. A notable upward trend is observed in the overall result of the administered test across each cycle. Based on the pre-test, the students achieved an average score of 39.35 out of 100.0. The results of post-test 1

demonstrated a statistically significant improvement, as evidenced by an average score of 67.61 out of 100.0. Following the second post-test, there was a further increase, as evidenced by an average score of 73.93 out of 100.00. Based on the empirical evidence and data presented, it can be inferred that comic strips and Canva effectively enhanced students' writing proficiency.

Table 1 - Average Total Score

	Pre-test	Post-test 1	Post-test 2
Organisation	2,29	3,54	3,93
Content	2,06	3,41	3,68
Punctuation	1,97	3,39	3,80
Style and quality of expression	1,90	3,23	3,68
Grammar	1,61	3,32	3,38

The table above illustrates that students' writing skills exhibited a significant deficiency across all assessment dimensions during the pre-test. The lowest score indicates deficiencies in grammar, style, and quality of language. This finding aligns with the outcomes of the pre-action interview, which indicated that students exhibit higher proficiency in grammar and vocabulary compared to other areas of writing competencies. Based on the integration of Canva and comic strips, notable improvements were observed in students' attitudes towards acquiring English language proficiency and developing writing abilities. Regarding students' writing process, improvement was observed across the pre-test, cycle 1, and cycle two stages.

4.2   Students Writing Performance

The study revealed that the student's creative writing skills improved after using Canva, owing to its inherent convenience and genuineness. The visual appeal of students' work on Canva facilitated more interaction with other students, while the content creation process was a fascinating challenge, enhancing the learning environment. The Canva questionnaire revealed that students highly favoured using Canva as a writing practice tool. The data from the questionnaire revealed a strong perception of Canva's efficacy in facilitating the writing process. Students saw Canva as a software tool that facilitates the organisation and secure storage of their written work. The findings from the questionnaires in S11, S13, S15, and S18 showed that 55% of respondents agreed on the ease with which students utilised Canva for presenting their work. In S13, 52% agreed, and 48% strongly thought that Canva is a convenient platform for saving academic efforts. In S18, 65% agreed, and 35% strongly thought that Canva serves as a valuable additional tool for teaching writing. The data suggests that Canva is a valuable tool for facilitating students' writing endeavours, offering seamless access from any location and facilitating engagement with researchers outside the classroom.

Furthermore, Canva is a popular writing tool that provides convenience and boosts student engagement and self-expression. A questionnaire revealed that 61% of students agree and 39% strongly agree that Canva is a tool that develops an understanding of responsibility amongst students, augmenting their involvement and attention towards their writing assignments. Furthermore, the findings from the S8 survey indicate that a majority of students, precisely 65%, expressed a lack of pressure to meet task deadlines. Additionally, a significant % of students, precisely 29%, strongly agreed with this sentiment. The findings found that 61% of students agreed, while 32% strongly agreed, regarding their lack of perceived pressure to produce an impeccable initial draft. In S10, it is evident that students exhibit a high level of comfort with Canva, as indicated by the fact that 61% of students agree and 35% strongly agree with the statement that they do not experience stress when receiving feedback from their classmates and teachers.

Based on the comic strips questionnaire analysis, 68% of respondents agreed, and 32% strongly agreed that using comic strips contributed to facilitating writing initiation among students. Moreover, a significant majority of students, precisely 58%, express agreement, and 42% strongly agree on the efficacy of comic strips in fostering originality in writing. The collected data indicates that the ideas generated significantly impact pupils' creative writing abilities. Furthermore, comic strips are valuable for pupils to enhance their literacy skills. Based on the mean score obtained in the content component of the pre-test, pupils obtained an average score of 2.06 out of 5.0, indicating a significant deficiency in proficiency. In the first post-test, students achieved an

average score of 3.41 out of 5.0, indicating a statistically significant difference from the pre-test findings. In the second post-test, students achieved an average score of 3.67 out of 5.0, indicating a statistically significant improvement compared to the prior post-test. Students employed comic strips as a comprehensive reference in their writing endeavours, utilising the narrative structure in these sequential panels.

Implementing comic strips has been found to enhance the grammatical proficiency of students in their writing. The observed improvement is evident in the scores obtained from the pre-test, post-test 1, and post-test two. The mean score for grammar in the pre-test was 1.61 on a scale of 5.00. Following the execution of the intervention during the first cycle, a notable improvement was observed in post-test 1, as evidenced by an average score of 3.32 out of 5.00. In the second post-test, the students scored 3.38 out of 5.00, indicating a marginal improvement of 0.03 points compared to their previous results. The validity of this score is substantiated by the outcomes of the survey completed by the student participants. A total of 61% of students agree, while 39% strongly concur about the efficacy of comic strips in facilitating grammatical language practice. Students acquire knowledge of grammatical rules by engaging with the texts presented in the balloon comic strips. Upon completing the reading of the comic strips, the students and researcher engaged in a comprehensive analysis of the elements included within the comic strips, with particular emphasis on grammar.

Comic strips substantially impact the composition of writing material among pupils. The present study found that 48% of the student participants agreed, while 52% strongly agreed that comic strips benefit students' writing skills. More specifically, comic strips assist pupils in the development of written content. Using balloon-format storytelling and several panels, comic strips offer pupils tremendous possibilities to understand the subject matter and improve their writing abilities. These graphical depictions of written content aim at improving engagement in activities. The systematic structure of comic strips is attributed to the sequential progression of students' writing. Comic strips and Canva significantly impact pupils' writing abilities, leading to evident improvements with each repetition. This novel media type facilitates engagement in activities that may otherwise be ignored. Generally, Canva and comic strips significantly enhance students' academic writing skills.

5.   Discussion

In the present study, the researcher implemented the writing process among students, specifically encompassing the stages of brainstorming, drafting, and finalising. The researcher employs this technique to facilitate improved writing proficiency and organisation among students. The writing process employed in this study was derived from Faraj's (2015) research, whereby he utilised the stages of prewriting, drafting, revising, editing, and publishing. In the present study, the researcher implemented a streamlined approach to accommodate the specific requirements and capabilities of the pupils. The provision of scaffolding by the teacher enables students to engage in the writing process within a practical context, facilitating the acquisition of knowledge and skills necessary for producing accurate, meaningful, and acceptable written content (Faraj, 2015).

5.1   Canva for students

The most notable observation from this study regarding students' use of Canva as a writing tool is the enhancement of students' creative writing abilities. Due to the simplicity offered by the Canva program, students experience an enhanced feeling of comfort when engaging in writing activities. The creative process among students is facilitated using Canva tools, which offer various images, fonts, shapes, icons, and several other elements. According to Fitria's (2022) research, Canva has been established as a creativity facilitator in educational environments. Canva is a user-friendly application that encourages the implementation of graphic design across learning activities, encouraging creativity and imaginative drawings that closely follow written instructions.

Canva has emerged as a valuable tool that not only facilitates and supports students in their writing endeavours but also underscores the need for student accountability in the writing process. In their study, Arunachalam and Munisamy (2022) assert that the Canvas platform provides significant flexibility. The Canvas platform is a versatile educational management system that enables educators and students to engage in collaborative learning by facilitating informational and creative interchange. The platform enables students to

proactively get notifications, submit scholarly articles, and engage with educational materials, enriching their educational journey. Moreover, according to Losi et al. (2023), empirical evidence supports the notion that incorporating Canva media into the educational context favours students' motivation and engagement in learning. These pupils have a high level of excitement, enabling them to engage in the writing process actively.

5.2 Comic strips for students

One beneficial result of using comic strips in students' writing instruction is enhancing their vocabulary skills. Losi et al. (2023) elucidate how comic strips might enhance pupils' proficiency in vocabulary, attributing this ability to the visual nature of the content, which facilitates the memorisation of words. Integrating comic strips into pre-writing exercises can enhance students' focus, involvement, independence, and passion for academic activities. In addition, this technique can improve lexical competence. The proposed methodology recommends that educators employ comic strips to acquaint pupils with unfamiliar language during classroom activities. Through this approach, students comprehend the semantic importance of words before interacting with the texts in which they are utilised (Darsalina et al., 2016).

Additionally, comic strips facilitate generating ideas for students' written compositions. Engaging with comic strips facilitates students in generating ideas for their forthcoming written work. According to the findings of Suhartono and Laraswati (2016), incorporating visual media can potentially enhance students' ability to acquire educational concepts. In the present scenario, the visual medium employed is comic strips. Comic strips are potent for children's writing, offering a meticulous and captivating narrative framework. The comic strips improve accuracy in textual production and function as a thorough resource for students. Their contributions yield favourable academic results and cultivate enthusiasm and involvement in writing, serving as a valuable reservoir of story ideas for their literary pursuits. Based on the findings of Losi et al. (2023), using comic strips within educational settings fosters active engagement of students in learning and teaching, owing to the content's visually appealing and captivating nature. The enhancement of writing skills among students is contingent upon their exposure to a wide range of scholarly materials.

In addition to enhancing vocabulary proficiency, comic strips also contribute to pupils' comprehension of grammar. In a study conducted by Megawati and Anugerahwati (2012), it was found that students can enhance their understanding of grammatical concepts by the strategic conversion of direct speech to indirect speech throughout the speech bubble. Engaging in this activity fosters an enhanced awareness among students regarding applying grammar in their written work. The acquisition of the ability to transform direct speech into indirect speech is not the sole objective of this activity; it also serves as a means to explore additional grammatical principles. Comic strips offer a notable enhancement in student writing, characterised by a well-structured narrative development and coherent storyline. Comic strips possess this characteristic due to their arrangement of a sequence of visuals that streamline students' immediate understanding of the information conveyed through the narrative's sequential progression (Megawati & Anugerahwati, 2012). Furthermore, the study conducted by Hamidah et al. (2015) suggests that students might improve their capacity to generate ideas during the pre-writing stage by using comic strips. Engaging students in pre-writing exercises based on comic strips improves their writing skills by stimulating their creative abilities and producing more cohesive and impactful content. Undoubtedly, using Canva alongside comic strips significantly positively impacted the development of students' writing abilities. With each subsequent cycle, a notable enhancement in students' writing abilities was observed in the evaluated domains.

6. Conclusion

The present study seeks to employ Canva and comic strips as instructional media to enhance student's writing proficiency. Based on the empirical evidence, it can be inferred that the use of Canva and comic strips has the potential to yield substantially enhanced writing proficiency among students. The qualitative and quantitative findings of this investigation substantiate these conclusions. In conclusion, the results of this research indicate that Canva significantly impacts creativity and enhances student involvement in writing activities, leading to heightened interest and motivation among students to engage in writing. In the context of educational assessment, comic strips have been found to enhance students' capacities in various areas, including grammar,

vocabulary, and organisational skills. Integrating both media forms exhibits a high degree of harmony and complementarity. Hence, it is strongly advised that English educators incorporate the utilisation of Canva and comic strips as pedagogical tools to enhance student's writing proficiency.

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