

Exploring Effective Approaches in Teaching Writing in EFL Classes: A Qualitative Descriptive Study

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Abstract

The qualitative descriptive study explores effective approaches in teaching writing in English as a Foreign Language (EFL) settings by analyzing ten peer-reviewed international journal articles published over the past five years. The findings reveal that writing instruction is most effective when it incorporates metacognitive strategies, collaborative learning, genre awareness, feedback mechanisms, and student-centered assessment models. Approaches such as the process-genre method, integrated skill instruction, the Scientific Approach, and the use of technology-enhanced feedback like online peer review and AI tools are emphasized as significant contributors to writing improvement. These methods not only enhance linguistic accuracy and structural coherence but also foster student autonomy, motivation, and critical thinking. Furthermore, the study highlights the value of emotional and cultural responsiveness in writing pedagogy, particularly in primary and higher education contexts. By synthesizing diverse instructional models, this study offers practical insights for educators, curriculum developers, and teacher trainees aiming to improve writing instruction in EFL classrooms.

Keywords: *EFL writing, writing instruction, teaching approaches, metacognitive strategies, collaborative writing, genre-based instruction, online feedback, student-centered learning, qualitative study, ESL education*

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Introduction

Writing is an essential academic skill and a multifaceted cognitive process that encompasses more than only constructing technically right sentences; it necessitates the capacity to articulate, structure, and critically assess ideas coherently. In ESL (English as a Second Language) and EFL (English as a Foreign Language) environment, writing is among the most challenging language abilities, since it integrates lexical knowledge, grammatical proficiency, discourse organization, and an understanding of genre standards. Furthermore, writing is intrinsically metacognitive; it entails planning, monitoring, and assessing one's work during various phases of production.

In contrast to spoken communication, which often depends on impromptu expression and instant explanation, writing requires a continuous endeavor to prepare, create, revise, and complete a message. The iterative process of writing, characterized by the continual evaluation and refinement of ideas, necessitates substantial cognitive exertion. This process becomes increasingly challenging for kids learning English in academic environments, when performance pressure, language hurdles, and insufficient writing instruction exacerbate writing-related anxiety.

(Canada Jr. & Miralles, 2022), in their research on ESL writing anxiety, highlighted the significance of instructional clarity and emotional support. Their findings indicate that when educators offer organized direction coupled with emotional support, pupils exhibit reduced anxiety levels and an increased propensity to participate in writing assignments. This

emphasizes the necessity of addressing both the technical elements of writing and the emotional and psychological factors that influence student success.

Moreover, the proliferation of digital tools and online learning platforms has expanded the methodologies accessible to writing teachers. Although these technologies provide novel opportunities for feedback and collaboration, they also pose problems regarding equal access and instructional design. It is essential for educators to use evidence-based practices that promote cognitive engagement, emotional confidence, and metacognitive regulation in their pupils.

This study aims to investigate and consolidate recent data from open-access international publications to determine effective methods for teaching writing. This qualitative descriptive review concentrates on literature from the past five years to elucidate modern approaches that tackle the complex aspects of writing education, uncluding metacognitive strategy training, process writing, feedback systems, and emotional support. The objective is to educate educators, curriculum developers, and student-teachers with the approaches that most successfully promote writing growth in ESL/EFL educational settings.

Literature Reviews

Writing as a Metacognitive Process

In recent years, metacognition's function in writing instruction has garnered much attention, especially within EFL classes where students frequently encounter cognitive overload and writing anxiety. Writing, in contrast to several other language abilities, is a recursive and reflective endeavour that necessitates learners to continually prepare, monitor, assess, and amend their thoughts. This metacognitive involvement allows pupils to become self-regulated writers. A research by (Khosravi et al., 2023) highlights this method, examining the influence of metacognitive program-based training implemented using a flipped classroom format on Iranian EFL students.

The researchers incorporated five fundamental metacognitive methods into the writing curriculum: planning, draughting, monitoring, editing, and self-evaluation. The tactics were formally instructed and practiced across ten sessions, during which students in the experimental group saw video lectures at home and participated in collaborative writing activities in class. The results indicated that students utilising metacognitive strategies excelled in writing performance, exhibited much greater self-efficacy, and had less writing anxiety. These results indicate that when learners are instructed on how to conceptualise their writing—rather than merely what to compose—they develop more confidence and proficiency as authors.

Moreover, the flipped classroom setting afforded students increased opportunities for introspective contemplation and individualised feedback. Students assumed responsibility for their learning and actively participated in writing activities rather than passively absorbing instruction. The metacognitive tactics facilitated the internalisation of the writing process and the methodical approach to obstacles, so augmenting their drive and diminishing the fear of failure. The study's application of ANCOVA demonstrated that metacognitive teaching markedly enhanced both emotional and cognitive outcomes in writing.

The research by (Khosravi et al., 2023) emphasises the necessity of transcending superficial education in writing classes. To successfully assist learners' growth, instructors must foster metacognitive awareness, offer chances for strategic thinking, and create writing activities that encourage self-regulation. Consequently, writing education transforms into both a language acquisition endeavour and a mechanism for lifelong learning and critical analysis.

Feedback and Strategy Use

A crucial component of successful writing teaching includes how feedback is offered and how it influences learners' metacognitive participation. Feedback is not only remedial input—

it is a stimulus for cognitive reflection, strategic modification, and emotional reassurance. A convincing research by (Han, 2024) explored a strategy-based writing instruction (SBI) curriculum deployed in a Chinese EFL environment. This study involved fifty intermediate-level EFL students, who were categorised into an experimental group receiving sixteen weeks of explicit metacognitive technique training, and a control group that persisted with traditional writing teaching. The SBI program highlighted essential methods like planning, draughting, monitoring, and self-evaluation, methodically integrated into writing classes and reinforced by formative feedback. Compared to their counterparts, students in the exploratory group demonstrated statistically notable gains in both writing ability and writing incitement, demonstrating that metacognitive strategy teaching paired with feedback is very effective.

In this setting, feedback fulfilled two functions. Initially, it directed learners to implement metacognitive methods in their writing assignments, such as encouraging them to create an outline before to writing or to assess coherence throughout the revision process. Secondly, it bolstered learner motivation by validating their progress and enabling them to recognise the practical significance of these cognitive methods. Students indicated an increased sense of agency in their writing process and heightened confidence in their skills, illustrating that well-structured feedback can improve both metacognitive involvement and emotional resilience.

In sum, the literature converges on the conclusion that effective writing instruction combines explicit strategy training and interactive feedback systems. When teachers employ targeted feedback that prompts students to reflect, revise, and self-regulate, metacognitive strategies become deeply internalized practices rather than superficial add-ons. This pedagogical intersection of feedback and strategy instruction shapes more autonomous, motivated, and resilient writers.

Method

This section will depict the technique for this review we did. We gathered proof collected 10 articles in various academic journals and analyzed using qualitative research involved three college students of class 6C from English Education Department by drawing lots as data processors, utilizing a descriptive approach. Out data search is conducted electronically on a dataset including several worldwide distributions from Harzing’s Publish or Perish tool. We conducted our review using a qualitative subjective framework, using supplementary data from various sources that we emphasized over the previous five years.

Finding & Discussion

Table 1. Relevant Findings from Research

No	Research Title	Researcher	Research Result
1	Methods and Techniques of Teaching Writing	Chanchai Rittirum, Niwet Wongsuwan	This study revelas that teaching writing in English requires a clear and flexible system that allows teachers to tailor methods and techniques to students’ conditions. The authors compile a variety of strategies from scholars to be applied throughout the writing process, from initial planning and drafting to revision and final assessment. At the pre-writing stage, teachers can support students by helping them generate ideas through discussions, brainstorming, note-making, visual aids, or analyzing text genres. When drafting, students are encouraged to produce multiple versions while improving the content, aided by text

No	Research Title	Researcher	Research Result
			models, reading materials, or real-life experiences. Evaluating students' writing involves not only the teacher but also self-assessment and peer review, fostering reflective thinking and continual improvement. In conclusion, understanding the interrelation between approaches, methods, procedures, and techniques is crucial for teachers to choose appropriate teaching strategies. Writing has its own unique characteristics compared to speaking, being more permanent, structured, and formal(Rittiruum & Wongsuwan, 2022).
2	The Effectiveness of an Integrated Approach to Teaching Writing Skills in Foreign Languages: A Comprehensive Literature Review	Mukhtasar Radjabova	The literature review explores how integrating multiple language skills into writing instruction benefits learners of foreign languages. Rather than focusing exclusively on writing outcomes, the integrated approach combines writing with other language skills, cultural awareness, and authentic contexts, which leads to greater language mastery. The study finds that integrating tools like technology and culturally relevant materials can boost motivation and engagement. However, it also notes that such approaches require thoughtful application, as overemphasis on certain elements (like technology) or neglect of emotional factors can hinder progress. Overall, the integrated method offers a more effective and dynamic way to develop writing skills in foreign language learners when tailored carefully to learners' needs(Radjabova, 2024).
3	Collaborative Writing: An Effective Teaching Strategy to Teach Writing Paragraphs	Mukminatus Zuhriyah, Sayid Ma'rifatulloh, Maskhurin Fajarina, Ria Kamilah Agustina, Sakhi Herwiana	The research examined how effective collaborative writing is in teaching paragraph writing, especially after the pandemic. Involving 25 English majors, the study applied a pre-test and post-test plan and found a clear improvement: students' average scores increased from 68.6 to 81.2 after the treatment. Statistical analysis confirmed the improvement was significant. The use of collaborative writing helped students produce better-focused and more coherent paragraphs, reduce grammatical and spelling errors, and improve vocabulary choice. Moreover, it encouraged students to engage in discussions, exchange feedback, and build confidence in writing. Beyond enhancing writing quality, the method also promoted teamwork and

No	Research Title	Researcher	Research Result
			critical thinking among students. The study indicates that collaborative writing is an effective and advisable method for teaching paragraph writing in EFL situation(Zuhriyah et al., 2023).
4	An Overview of Writing Teaching Approaches	Tans Feliks	The article reviews five key teaching approaches for writing in L1 and L2 settings and argues for a flexible, student-centered approach. The controlled-composition method emphasizes grammatical and linguistic accuracy to support other language skills. The current-traditional rhetoric approach develops students' writing competence through structured exercises and essay development. The process approach empowers students to write autonomously, with little teacher interference, fostering ownership of their work. The genre approach focuses on producing specific, socially relevant text types under close teacher supervision. Finally, the contextual approach blends elements of the process and genre methods, customizing instruction to students' individual needs and preferences. The author advocates the contextual approach as the most effective, given its adaptability to learners' goals and potential, helping them become proficient, confident writers(Tans, 2023).
5	Systematic Review: Writing Approaches in the Teaching of Writing Skills	Venissa anak Ugun, Azlina Abdul Aziz	The systematic review analyzed 20 prior studies to evaluate strategies for teaching writing to ESL learners. The researchers identified five main instructional approaches: product-based, process-based, post-process, genre-based, and process-genre-based. Each approach offers distinct advantages: Product-based instruction is ideal for beginners who benefits from structured, teacher-led guidance; Process-based instruction allows learners to actively develop and refine their ideas through iterative drafts and peer/teacher feedback; Genre-based instruction equips students with the skill to produce texts appropriate for specific communicative purposes, increasing their confidence and engagement; Process-genre and post-process approaches provide hybrid models that combine the benefits of process and genre methods, offering more adaptable and personalized teaching. Ultimately, the authors recommend that teachers design writing instruction by thoughtfully integrating these approaches, considering

No	Research Title	Researcher	Research Result
			learners' specific needs and abilities, and providing appropriate scaffolding to support development of writing skills(Ugun & Abdul Aziz, 2020).
6	An Approach in Teaching Writing Skills: Does It Offer a New Insight in Enhancing Students' Writing Ability	Nidya Indrilla, Dyah Setyowati Ciptaningrum	The study revealed that the utilize of the analytical. Method in teaching writing was significantly more efficacious than the run-of-the-mill method. Students taught with this approach showed higher post-test scores in writing recount texts and were more engaged and active in the learning process They were able to construct better-structured writing and demonstrate improved critical thinking. The evidence-based approach, along its stages—observing, questioning, exploring/experimenting, associating, and communicating—allowed students to be active learners and encouraged their creativity. Overall, this approach offered new insights and proved to be a powerful strategy in improving students' writing proficiency(Indrilla & Ciptaningrum, 2018).
7	Teaching Creative Writing in Primary Schools: A Systematic Review of the Literature through the Lens of Reflexivity	Georgina Barton, Maryam Khosronejad, Mary Ryan, Lisa Kervin, Debra Myhill	The study concludes that effective innovative writing education in grade schools depends on the integration of three core elements: personal, structural, and cultural conditions. Teachers who possess strong self-efficacy and an understanding of writing pedagogy can better support student creativity. Structural support, such as partnerships with professional writiers and incorporation of arts-based learning, enhances student engagement. Additionally, recognizing and valuing students' cultural backgrounds and identities is essential for authentic and inclusive writing experiences. The findings call for more professional learning opportunities, classroom flexibility, and a shift from rigid curriculum standards toward more student-centered, imaginative approaches(Barton et al., 2024).
8	A Systematic Literature Review of the Latest Instructional Models for Teaching English Writing	Herdi Herdi, Ribut Wahyu Eriyanti, Diah Marmiyati, Marwa, Fauzan	The review found that English writing instruction has become increasingly varied, with a broad range of models being developed to suit different learners and teaching environments. These include structured formats like the Toulmin model, technologically driven approaches like AI-assisted feedback systems, and collaborative or reflective practices designed to enhance writing quality and student engagement. Each instructional model offers specific benefits depending on

No	Research Title	Researcher	Research Result
			classroom goals and student needs. The findings empower teachers by presenting the models in a clear, accessible manner, allowing them to select or adapt the most effective strategies for their instructional context(Herdi et al., 2025).
9	Enhancing EFL Writing Through Online Peer Feedback: A Systematic Review of Higher Education Studies	Ting Liang, Charanjit Kaur Swaran Singh, Dodi Mulyadi, Tarsame Singh Masa Singh	This structured review examined 24 exploratory and non-experimental research to assess the efficacy of online peer assessment (OPA) in improving EFL writing in graduate school education. The findings consistently indicated that OPF positively influences writing performance, with several research indicating achieve sizes fluctuate from big to exceptionally huge. The most effective OPF praticies had common characteristics: formative application, systematic coaching, student training, chances for modification, and asynchronous communication. The evaluation determined that OPF enhances global and local writing abilities, promotes learner autonomy, critical thinking, and digital literacy, and serves as a cost-effective educational approach. The study highlighted the necessity for additional rigorous, large-scale research owing to current methodological constraints(Liang et al., 2025).
10	Enhancing English Writing Competence in Higher Education: A Comparative Study of Teacher-Only Assessment Versus Teacher and Student Self-Assessment Approaches	Aisah Apridayani, Wei Han, Kanyanat Sakkanayok	This study evaluated the effects of pair evaluation procedure—teacher-only versus teacher and student self-evaluation—on the writing capability of Thai EFL university students. The quantitative data revealed no overall significant difference between the two groups, except for narrative writing, where the combined approach was more effective. Qualitative findings showed that students found value in both teacher feedback and self-assessment. Self-assessment enhanced critical thinking, reflection, and responsibility for learning, while teacher feedback offered clear guidance and encouraged growth. Together, the dual-assessment approach fostered greater engagement and improved writing outcomes, supporting its inclusion in writing instruction practices(Apridayani et al., 2024).

Based on the research results of 10 journal articles that have been analyzed, several key themes emerge that collectively advance our understanding of effective writing instruction in EFL and ESL contexts. First and foremost, the complexity of writing as a skill necessitates a multifaceted instructional approach. Studies by (Rittirum & Wongsuwan, 2022) emphasize

the importance of a flexible and adaptable system that aligns teaching techniques with students' individual needs and stages of the writing process. From pre-writing to revision, the combination of brainstorming, modeling, peer collaboration, and multiple forms of assessment ensures that writing instruction is comprehensive and developmental rather than rigid or linear.

Further supporting this dynamic view of teaching writing, (Radjabova, 2024) and (Zuhriyah et al., 2023) highlight the effectiveness of integrated and collaborative approaches. Integrating writing with listening, reading, speaking, and cultural contexts not only improves language mastery but also motivates learners through authentic engagement. Collaborative writing, as shown by (Zuhriyah et al., 2023) prove especially beneficial in developing paragraph coherence, vocabulary richness, and grammatical accuracy. More than just technical improvement, it cultivates interpersonal skills, critical thinking, and learner confidence—elements crucial in post-pandemic educational environments that emphasize cooperative and adaptability.

The literature also underlines the significance of adopting varied pedagogical models and adapting them to context-specific needs. (Tans, 2023) and (Ugun & Abdul Aziz, 2020) provide comprehensive overviews of different writing instruction models—such as product, process, genre, and hybrid approaches. Their findings advocate a student-centered, contextual approach that combines the structure of traditional methods with the flexibility of modern techniques. This hybridization is critical in addressing diverse learner backgrounds, proficiencies, and purposes for writing. Similarly, (Indrilla & Ciptaningrum, 2018) show that the Scientific Approach—which involves stages such as observing, questioning, and communicating—can lead to greater student engagement and enhanced critical thinking, marking a departure from conventional lecture-based strategies.

Moreover, creativity and inclusivity emerge as essential components in the writing classroom, especially at the primary school level. (Barton et al., 2024) stress the need for writing pedagogy that is not only technically sound but also culturally responsive and personally empowering. Effective creative writing instruction, according to their study, is rooted in teacher self-efficacy, structural support from institutions, and a strong acknowledgment of students' cultural identities. These findings advocate for more imaginative, inclusive learning spaces where children can explore voice, identity, and experience through writing.

In higher education, the advancement of digital tools and alternative assessment models brings further innovation to writing instruction. (Herdi et al., 2025) document the emergence of AI-assisted feedback systems and argumentation models like Toulmin's, which offer varied pathways to improving student outcomes. Complementing these are findings from (Liang et al., 2025), who confirm the powerful impact of online peer feedback (OPF) when implemented with structured guidance and asynchronous tools. This not only supports writing development but also builds learner autonomy, critical thinking, and digital literacy. Additionally, (Apridayani et al., 2024) show that combining teacher feedback with student self-assessment leads to enhanced reflective thinking and writing performance—particularly in narrative genres—suggesting a more participatory model of assessment.

Conclusion

Based on the findings and research, effective writing instruction is not achieved through a single method or rigid framework. Rather, it requires a deliberate, context-sensitive integration of approaches that promote linguistic accuracy, creativity, student engagement, cultural relevance, and critical reflection. The evidence from these studies suggests that the most successful writing classrooms are those that empower learners through collaboration, technological support, and diverse modes of assessment, ultimately preparing students to be competent and confident writers in both academic and real-world contexts

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