

CHAPTER 2

LITERATURE REVIEW

This chapter discusses the theoretical framework and relevant previous studies related to the research topic. It covers the concepts of collaborative writing, the phases involved in collaborative writing, benefits, and drawbacks, the application of collaborative writing in ESP Course Design Context, and the role of Canva as a supportive tool. Additionally, this chapter presents the theoretical framework of the Technology Acceptance Model (TAM) as the foundation for the analysis conducted in this research.

A. Theoretical Framework

1. Definition of Collaborative Writing

Collaborative Writing is an activity that is simply defined as the involvement of two or more people in creating a text (Storch, 2019). According to Setyaji et al., (2022), collaborative writing is a process in which two or more people work together to produce a written document, either face-to-face or through an online platform. The collaborative writing process is important in the ESP Course Design Context, where several individuals contribute and work together in writing a project, to create an English for accounting module. The collaborative writing process involves shared decision-making, planning, drafting, revising, and editing as well as active communication among members (Lowry et al., 2004). Unlike individual writing, collaborative writing combines multiple perspectives to encourage collaborative knowledge construction and improve the overall quality of the text (Allagui, 2023).

The nature of collaborative writing in the ESP Course Design Context, students are expected to collectively construct knowledge and refine their content. With the advent of digital tools, collaborative writing has expanded beyond traditional face-to-face interactions. Kessler (2018), highlighted the role of technology in facilitating collaborative writing, emphasizing that online platforms allow for real-time interaction, version control, and seamless

integration of multimedia elements. This is project-based as in the ESP Course Design Context that involves students working on project assignments to create a module, English for Accounting.

2. Stages of Collaborative Writing

According to (Lowry et al., 2004), collaborative writing has several common activities. It is typically following these key stages:

a) Brainstorming

Brainstorming as a strategy to prepare students to write (Tuyet, 2017). According to Svenlin and Jusslin (2023), brainstorming is a pre-writing activity and a spontaneous way to generate ideas before writing assignments. Each person expresses an idea to record and then combines or puts it together with other ideas (Meuthia, 2023). These ideas can be simple words, phrases or complete sentences (Dhanya & Alamelu, 2020). In addition, Kaufua et al. (2021) stated that brainstorming can be combined with project-based learning. Such as in this study, students using Canva for collaborative writing to create project assignments in an ESP Course Design Context.

b) Converging on Brainstorming

At this stage, converging on brainstorming is to focus and narrow down ideas generated during the brainstorming session and then decide on the actionable ideas (Huyen & Lam, 2024).

c) Outlining

Outlining is an important process and stages to regulate ideas into structured framework, this stage is carried out collectively with team members (Lingard, 2021).

d) Drafting

At this stage, it involves team members working collaboratively to transform their ideas into the initial version of the document. According to Royani et al., (2024), drafting is a process that begins to articulate ideas by constructing sentences and paragraphs.

e) Reviewing

In the reviewing stage, team members evaluate and refine the clarity of the writing to produce an effective collaborative document (Mchugh & Gergle, 2022).

f) Revising

It is a critical stage in collaborative writing, where team members work together to refine the text. This refers to the process of reworking the text and style of a piece of writing that may begin with correcting grammatical errors to improve clarity, coherence and overall quality (Skitalinskaya & Wachsmuth, 2021).

g) Copyediting

This stage focuses on correcting grammatical errors, improving word choices and ensuring consistency in styling and formatting (Roth, 2019).

3. The Benefits and Drawbacks of Collaborative Writing

Collaborative writing involves several people working together or team members to produce a text that has various benefits and drawbacks. According to Deveci (2018), students benefit from collaborative writing in a variety of cognitive and social ways, including increased vocabulary, improved comprehension of the text coherence, and the acquisition of new ideas that educate critical thinking abilities. These are the benefits of collaborative writing, including: First, collaborative writing processes in-depth information and enhances cognitive development through interaction or feedback from

team members (Storch, 2019). This fosters a sense of responsibility and accountability that enhances learning outcomes and motivates deeper engagement with the collaborative writing process in the creation of the English for accounting project module for the ESP course design Context.

Second, improve language skills or grammar. Collaborative writing showed significant improvements in content, organization and grammar compared to individual writing (Salem Aldossary, 2021). Therefore, collaborative writing in ESP Course Design Context provides opportunities for learners (group members) to engage in meaningful exchanges and develop language skills.

Third, peer feedback provides benefits in collaborative writing in an ESP Course Design Context. Collaborative writing can change students in interacting better with group members, the quantity of language-related episodes and the quality of engagement in completing them (Herwiana, 2021). According to Wonglakorn et al., (2023), collaborative writing encourages reflective thinking which can result in a final product that is much better in terms of accuracy, fluency, syntactic complexity and fosters positive attitudes in students towards the collaborative writing experience by interacting with peers and maximizing motivation.

Collaborative writing can be a valuable approach to producing written content, as it combines with the benefits of collaborative writing. However, it also comes with several drawbacks, including: concerns about conflicts within group due to differences in ideas, concerns about unfair distribution of workload among group members, students needing a lot of time to complete writing projects or assignments hence it is difficult to arrange a suitable time to discuss the assignment, and collaboratively written texts may not be well organized due to different writing styles (Tjawan et al., 2023). ÖZDEMİR, (2021) found that the drawbacks in collaborative writing are; 1) The process is time-limited, with long discussions sometimes hampering the progress of the text. 2) In collaborative writing reaching an agreement is very difficult. 3)

Changes are not visible in the platform then it is confusing about the reasons behind the text revision. 4) Hesitant to provide feedback to group members.

4. Collaborative Writing in an ESP Course Design Context

Collaborative writing has received significant attention in an ESP Course design Context. This approach engaged students in producing written text, namely project assignments, that develop writing skills and also enhance critical thinking. According to Moreno and Escobar (2021), collaborative writing in an ESP course design Context is an effective strategy for increasing engagement, critical thinking, and teamwork skills among students. Previous research examined by Zahra and Febria (2023), has highlighted that collaborative writing has been shown to improve students' writing skill and motivation, and that involving students in an ESP course design Context project has been linked to the development of critical thinking, communication and collaboration skills that are important in the 21st century. Collaborative writing tasks in an ESP Course Design Context help students apply theoretical knowledge while producing practical outputs such as syllabi, lesson plans, assignment project or instructional materials (Hassan et al., 2023). In this study, the researcher highlights collaborative writing for students to complete project assignments in the ESP Course Design Context. In recent years, technology significantly enhanced collaborative writing. The integration of digital platforms like Google Docs, Padlet, and Canva as digital tools to facilitate collaborative writing (Brodahl et al., 2011).

5. Canva

Canva is a free online graphic design tool that allows users to create a variety of visual materials such as social media posts, presentations, posters, films, and logos. According to Klug and Williams (2016), Canva was created in 2012 by Australian entrepreneur Melanie Perkins. Drag-and-drop format is used, which is familiar to users and design professionals. In 2019 the company purchased free stock photo sites Pixabay and pexels. It was a basic plan

offering one gigabyte of photos and assets, two folders for organizing designs, and over 8,000 template access to empower anybody to design anything and publish it anywhere. Canva has an easy-to-use interface and dozens of templates to help users get started with their creations. In 2017, Canva had ten million users with service coverage in 169 countries in 2017 (Ilham et al., 2023). Canva provides many easy-to-use features in collaborative writing (Zahra & Febria, 2023). This research, Canva was utilized for writing collaboratively in creating English modules for accounting in an ESP Course Design Context.

The technological tool for the educational platform has several benefits (Lailiyah & Putra, 2022). According to a study conducted by Dmitrenko et al., (2024), the main advantage of Canva is the ability for students' creativity and imagination by including interesting visuals that can be used to support writing activities and express ideas more effectively.

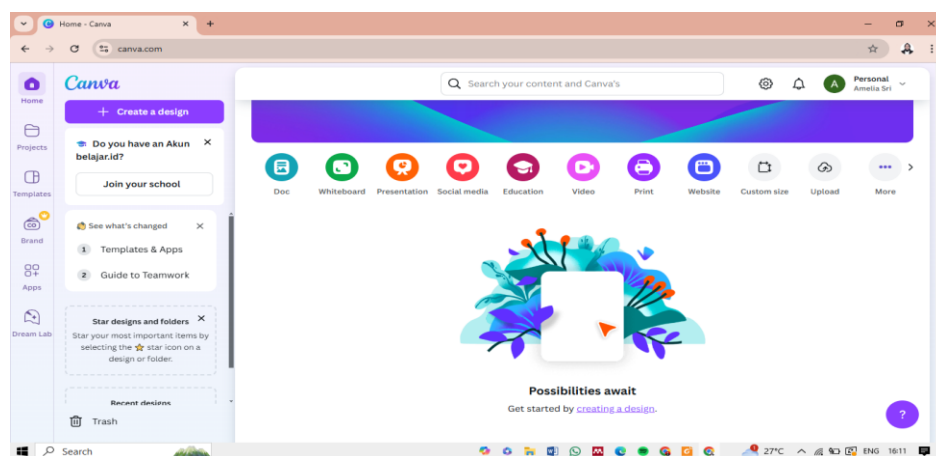


Figure 1. Canva Homepage

6. Applying the TAM to Explore Students' Perceptions of Canva-Based Collaborative Writing in ESP Course Design

The integration of digital tools into language learning, particularly in the ESP Course Design Context has opened up new opportunities to enhance student engagement and collaboration. One model often used to understand student acceptance of technology is the Technology Acceptance Model

(TAM), the rhetorical model introduced by Fred Davis (1989). TAM has four constructs emphasized, Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Using (ATU) and Behavioral Intention to Use (BI).

PU refers to the extent to which a person believes that using a particular technology will improve their performance. PEOU is the extent to which someone believes that using the system will be free of effort and not require much effort. ATU represents a person's attitude towards the use of technological systems, which can be positive or negative based on their perceptions and experiences. Ultimately, BI captures an individuals' intention to adopt a particular technology in the future. This intention is significantly shaped by their perceptions of technology's usefulness and ease of use.

In educational contexts, TAM has been widely applied to assess EFL students' responses to various digital platforms, including those used for collaborative writing (Teo, 2011). Canva, a user-friendly graphic design tool, has received increasing attention for its potential to support collaborative writing by enabling students to create visually rich and content-specific materials. Canva also can improve students' skills and creativity (Rochmatul et al., 2023). Its interactive features fit well with the collaborative writing process, which emphasizes teamwork, negotiation of meaning, and shared responsibility in producing academic or professional texts (Storch, 2019).

In earlier research by Wijayanti (2022) the perspectives of both students and lecturers regarding the utilization of Canva for teaching English were explored. The study concentrated on evaluating Canva through three main aspects of Technology Acceptance Model (TAM): Usefulness, Ease of Use, and Accessibility. The findings indicated that both lecturers and students possess a largely positive view of Canva's role in English language learning, considering it engaging, effective, and perfectly suited to meet the demands of digital learning. Aligning with TAMs' principles, the result suggests that perceptions regarding Canva and its ease of use contribute to lecturers in developing digital content and enhancing student motivation for learning.

In ESP course design, collaborative writing assignments are used to help students develop their language skills as well as their ability to produce materials relevant to their field of expertise. By applying TAM as a theoretical foundation, this study aims to explore students' perceptions in using Canva for collaborative writing in an ESP Course Design Context, as well as provide insights into how elements of technology and pedagogy interact in language course development (Almahasees et al., 2021).

B. Study of Relevant Research

This study is relevant to previous research conducted by Dmitrenko et al. (2024) entitled *Canva Platform: Visual Content for Developing Writing Skills of Prospective Engineers in ESP Classes*. This research aimed to highlight the benefits of using the Canva.com platform for enhancing the writing abilities of future engineers in ESP classes. It employed mixed-method design involving 50 engineering students from the Ukrainian State University of Railway Transport Engineering study program. Data were collected through a questionnaire survey, and students engaged in Canva based project and writing activities over two semesters during the 2022-2023 academic year.

This activity focuses on visualization, collaborative writing, and content creation using Canva.com to develop students' writing skills. Students worked in small groups to create visual storytelling projects, such as futuristic city storyboards and animated timelines on railway technology, combining illustrations, icons, and narrative text. Observations and analysis showed that Canva enhanced students' writing skills, creativity, and language development, including vocabulary, grammar, and sentence structure. In this study it has been shown that Canva is considered visually attractive and stimulates creativity, helps in compiling technical information concisely, increases collaboration between students, and facilitates visual communication and digital literacy.

This study is also relevant to previous research conducted by Erwin and Pedroso (2023) entitled *Students' Views on Using Canva as an All-In-One Tool for Creativity and Collaboration*. The study aimed to investigate students' views

on Canva as an all-in-one tool for collaboration and creativity in a public tertiary institution and discover students' and lecturers' voices on using Canva in English language teaching. The participants were eight Bachelor of Secondary Education (BSED) majors in Social Studies students eight Bachelor of Secondary Education (BSED) majors in Social Studies students selected through purposive sampling based on specific criteria, including purposive sampling based on specific criteria, including being enrolled in the 2022-2023 academic year academic year, employed Canva for Academic purposes, and used Canva for a minimum of eight months.

This study employed a descriptive, and collected data through semi-structured interviews consisting of open-ended questions based on the six stages of Graham Gibbs' reflection cycle conducted in, focusing on creativity and collaboration The interviews conducted form using form using Google Docs. The findings concluded that the majority of students and lecturers had positive perceptions of Canva, highlighting its useful features and its effectiveness in supporting, highlighting its useful creativity and collaboration

In addition, another study that is similar too, entitled The Utilization of Canva in Project Based Learning (PjBL) to enhance the Students' Writing Skills, conducted by Ulyani et al., (2025). The study aimed to explore the utilization of Canva can be used in education to improve students' writing skills within a project based learning among students in the Culinary Program at Vocational High Schools and the students' perception in using Canva to write exposition text in grade XI. Descriptive qualitative research is a method selected to provide a deeper understanding of the research phenomenon. A questionnaire and observation were chosen as data collection. The study sample consisted of thirty-six students from the XI grade of The Culinary Program at Vocational High School 6 Yogyakarta. In the instrument of the study, there are ten statements of the questionnaire and five categories were used for answer choices, namely Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The analytical method used in this study is interactive analysis.

The study applied six phases of Project Based Learning (PjBL): asking an inquiry basic, formulating a project plan, creating a schedule, observing the students and the progress of the project, reviewing the outcome, and reflecting on the experience. These phases have been created in a lesson plan which is divided into four meetings. The results of this study explained that the use of Canva in PjBL has improved students' writing skills in expository texts and most students agree that the use of Canva in writing expository text projects was facilitated understanding of learning materials, explore ideas and creativities, and allowed for more focus on writing projects. While the results of the questionnaire that have been filled in by students, where student perceptions are grouped into three aspects, namely affection, cognition and conation. The aspect of affection, the total score shows positive perceptions and values of the use of Canva in writing expository texts of 72 (50%), meaning that some students agree and feel comfortable and prefer to use Canva for writing projects. Likewise with the cognition aspect, the score results show that more than half of the students answering 57 (52.8%) have chosen to agree, meaning that students agree to the use of the Canva application to work together on writing projections. While in the conation aspect, the score is 55 (55.9%) students indicate agreement, meaning that some students agree that the use of Canva in expository text writing projects can facilitate understanding of learning materials and explore ideas and creativity.