

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents an overview of the research, including the background of the study, the formulation of the problem, operational definition, research objectives, and significance of the study. In this section, the researcher describes the phenomenon of using Canva for collaborative writing in ESP Course Design Context.

#### **A. Background of the Study**

The rapid development of technology has a significant impact on various aspects of life, such as economy, health, education and so on. Technology enhances the educational experience by providing unlimited learning options and opportunities for students to learn and collaborate by opening up ideas (Shatri, 2020).

Writing is one of the important skills that students need to improve with various exercises (Haidari et al., 2020). According to Klimova (2012), writing has many important benefits, it can develop thinking skills, give and receive feedback, and provide an opportunity to express ideas. In addition, according to (Graham, 2019), writing is a fundamental skill. Write scientific papers, documents, creative works, and academic papers.

Students are required to provide more thorough analysis and investigation when asked to write about a particular topic. However, they often encounter several obstacles during the writing process. Despite the fact that written feedback is commonly accepted and valued, Hyland (2019) has noted that students still lack clarity about whether it affects their writing growth. Furthermore, during collaborative ventures among individuals, it is a challenge for all to engage in productive ways and assume responsibility for completing the task.

The process of multiple individuals working together to generate a piece of writing or a written document is referred to as collaborative writing (Rister et al., 2021). According to Storch (2019) collaborative writing is a simple activity that involves the participation of two or more writers in the creation of a single

text. However, the use of small group or pair work in writing classes seems quite limited (Storch, 2005). Collaborative writing occurs in a variety of circumstances, including academic settings, professional settings, and artistic initiatives.

Canva is one of the digital platforms chosen or interested by students (Utami & Suriyani Djamdjuri, 2021). This is used as a collaborative medium in writing to create presentation materials, advertisements, posters, and so on (Erwin & Pedroso, 2023). Canva is a product that simplifies the process with templates and other design elements (Klug & Williams, 2016). Then if students use this platform they may do collaborative writing. One phenomenon found in ESP Course Design Contexts is that students engage in collaborative writing through Canva for their writing projects.

Canva can be used concurrently and is easily accessible, its user-friendly interface and versatility which makes it appropriate for collaborative writing (Jamaludin & Sedek, 2024). This can assist students in completing a task more quickly (Andriyanti et al., 2023). Canva is one of the media tools used for collaborative writing in making commercials, course book projects, posters, and others (Delfiana et al., 2023). An example of preparing presentation material (PowerPoint) using Canva as a media for student collaboration so that it can be accessed by all members (Elsa & Anwar, 2021).

In an ESP Course Design Context at a university in Tasikmalaya, students utilized Canva for collaborative writing as found in this research phenomenon, particularly in their module projects. Each group is given a different topic related to Accounting. Then, the students were given the freedom to decide the content of their modules based on the results of their group discussion. The compilation of the modules is carried out in stages by writing a draft module, which includes the materials and the exercises. Students were allowed to use technology that can support the creation of collaborative writing modules, one of which is by using Canva. During the teaching element process of writing the draft, the lecturer asked students to present their draft and then asked about their progress in writing the module. During the presentation, students received

feedback from the lecturer and other friends to enhance the draft module. After the feedback, they incorporated the material into Canva for a design to be easier to understand and more engaging. While creating a module in Canva, students frequently make revisions to the wording, content, and design through Canva collaboratively. Canva can be accessed by anyone, students can access it easily and allows them to collaborate from various locations. According to Elsa and Anwar (2021), Canva helps technology to be easily distributed by students. using Canva for collaborative writing has several advantages of being user-friendly and streamlining the writing process (Hapsari, 2023).

In previous research conducted by Erwin and Pedroso (2023) entitled 'Students' View on Using Canva as an All-In-One Tool for Creativity and Collaboration', three main aspects were identified that shaped students' experiences with Canva. These aspects include distinctive features, positive effects on creativity, and facilitation of collaboration. Nevertheless, the study also highlighted some drawbacks of Canva, particularly the limitations of the application that necessitate payment for premium features, the restrictions on students who only use the templates available and without making changes to their original content, and facing issues related to internet access. The aim of the study is to describe students' views on Canva as an all-in-one tool for collaboration and creativity in public higher tertiary institutions. It involved eight Bachelor of Secondary Education (BSED) majors in Social Studies with an equal distribution of four females and four males. Criteria that are under the research objectives. These criteria are: (1) enrolled in the 2022-2023 academic year, (2) officially enrolled as a Bachelor of Secondary Education (BSED) major in Social Studies, (3) utilized Canva for academic purposes, (4) utilized Canva for at least 8 months.

Previous studies focused on students' general perceptions of Canva as an all-in-one tool for creativity and collaboration in a public higher education context. The study emphasized Canva's distinctive features, its positive impact on creativity, role in facilitating collaboration, and it also identified some limitations such as restricted premium access, reliance on templates, or lack of

connectivity. However, the research primarily explored student's views in a broad academic context and did not specifically examine how Canva supports collaborative writing processes within a particular subject area or discipline.

In contrast, the present study investigates students' perceptions in using Canva for collaborative writing in the ESP Course Design Context, particularly in developing English for accounting modules. The research gap lies in the lack of studies that explore students' perceptions in using Canva for collaborative writing in discipline-specific ESP material development. While previous research focused on general creativity and collaboration, this study specifically examines students' perceptions in the writing process, content development, and collaborative interaction when using Canva to create English for accounting modules.

## **B. Formulation of the Problem**

The formulation of the problem of this study is: what are EFL students' perceptions while using Canva for collaborative writing in an ESP Course Design Context?

## **C. Operational Definitions**

### **a. Canva**

Canva is a digital platform application that can be used to create various things, such as posters, PowerPoint slides, modules, etc. It is a digital platform that is simple to use and contains comprehensive functionality, making it simple to discover the things you want or desire for collaborative writing. Canva is a source of visual media that is easily accessible for students to write collaboratively in the ESP Course Design Context to create an English module for Accounting.

### **b. Students' Perception**

Students' perception encompasses their attitudes toward using Canva and their intention to continue using the platform in future academic activities.

These perceptions were explored through students' responses related to the effectiveness of Canva in supporting collaboration, improving efficiency, facilitating accessibility, and enhancing engagement during the collaborative writing process.

### **c. Collaborative Writing**

Collaborative writing refers to the process in which two or more individuals actively work together to plan, compose, revise, and edit text in writing. Collaborative writing specifically involves students working in teams by using Canva. The use of Canva for collaborative writing in creating English modules for accounting.

## **C. Aim of the Study**

According to the research question, this research aims to investigate the EFL students' perceptions while using Canva for collaborative writing in the ESP Course Design Context.

## **D. Significances of the Study**

### **1. Theoretical Use**

This study contributes to the theoretical understanding of how Canva supports students' collaborative writing in an ESP Course Design Context in developing English for accounting modules.

### **2. Empirical Use**

This study provides empirical evidence regarding students' perceptions in using Canva for Collaborative writing in developing English for accounting modules.

### **3. Practical Use**

This study provides an overview of the utilization of Canva for collaborative writing in an ESP Course Design Context, particularly in developing English for accounting modules.