



Enhancing Descriptive Writing through Canva-Supported Think Talk Write: A Classroom Action Research

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ABSTRACT

This study examined the integration of the Think Talk Write (TTW) model and Canva as a technology-supported instructional strategy for improving students' descriptive writing and supporting their classroom engagement. A classroom action research design based on Lewin's cyclical framework was implemented across two instructional cycles involving 31 seventh-grade students. Data were collected through descriptive writing assessments, classroom observations, instructional documentation, and informal conversations, and were analyzed using descriptive quantitative and qualitative approaches. The findings showed progressive improvement in students' descriptive writing achievement across the intervention cycles. The proportion of students meeting the minimum mastery criterion increased from 32.25% at baseline to 61.29% in Cycle I and 93.54% in Cycle II, accompanied by a substantial increase in mean writing scores. Classroom observations also indicated greater participation in group discussion, increased willingness to express ideas, and greater independence in completing writing tasks as the intervention progressed. The findings suggest that sequencing individual thinking, collaborative discussion, and writing through TTW, followed by a Canva-supported publication activity and targeted individual guidance, can provide a supportive instructional environment for descriptive writing. Rather than demonstrating the independent causal effect of either TTW or Canva, this study contributes a classroom-based pedagogical model that integrates cooperative learning, digital publication, and individualized support within an iterative writing intervention. Further controlled studies across broader educational settings are needed to examine the effectiveness and generalizability of this integrated approach.

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INTRODUCTION

Writing is widely regarded as one of the most heavily researched yet persistently challenging skills in language education: a recent bibliometric analysis of the Scopus database identified thousands of publications on students' writing skills between 2014 and 2023 alone, underscoring both its centrality to academic development and its enduring difficulty for learners across educational levels (Jaja, 2024). Writing requires learners to simultaneously generate ideas, organize content, and encode meaning through correct language conventions, functioning as a medium through which experience and reasoning are transformed into a communicable message. As classrooms increasingly integrate digital tools, the expectation that students can produce well-structured, purposeful text has grown, yet direct classroom observation and preliminary interviews conducted by the teacher-researcher at SMPN 7 Sambas indicated that many seventh-

grade students remained reluctant to write. Because no standardized diagnostic instrument was administered prior to the intervention, this initial impression is reported here as qualitative classroom evidence gathered through routine teaching observation and informal interviews rather than as a quantified baseline; this limitation is discussed further below. To avoid ambiguity, it should be noted that this early qualitative evidence concerned students' writing reluctance and apprehension specifically, not their writing achievement: a quantified baseline of writing achievement was subsequently established through the pre-cycle writing test reported in the Method and Results sections ($M = 52.14$; 32.25% reaching the mastery threshold), which is distinct from, and was collected after, the qualitative classroom impressions described here. The reluctance appeared to be rooted not in a lack of ideas but in a fear of making mistakes and a perception that written output would not meet an internalized standard of quality, a pattern consistent with the broader construct of writing apprehension identified in a recent systematic review of academic writing anxiety, which similarly finds that fear of critical evaluation is one of the most persistent barriers to student writing engagement across educational levels (Nurkamto et al., 2024), a pattern corroborated by recent structural-equation evidence that writing apprehension is directly linked to writing performance among primary-age learners (Yeung et al., 2025) and by evidence that motivation and self-regulated learning strategy use are closely tied to the writing competence of struggling EFL writers (Bai et al., 2024).

This study focuses on descriptive text as the entry point for addressing this problem, since descriptive writing the depiction of a person, object, place, or event so vividly that a reader can visualize, hear, or feel what is being described (Jamal et al., 2018) offers a concrete, experience-near genre through which foundational writing competencies can be built before students progress to more abstract text types. A recent task-based study of descriptive-text writing among Indonesian learners of English similarly identifies organization, vocabulary, and sensory detail as the dimensions on which learners most often struggle, reinforcing descriptive text's value as a diagnostic entry point for broader writing instruction (Mardiana et al., 2022). Descriptive text is conceptualized here as writing that renders ideas and sensory impressions concrete through precise, evocative language, enabling the reader to reconstruct the writer's perceptual experience of the object described. Assessing this genre nonetheless raises its own methodological demands, since judgments about vividness, organization, and sensory detail are more susceptible to rater subjectivity than more formulaic text types a concern that is revisited in the Method section below. Efforts to address this challenge include the development of localized, criterion-referenced instruments for assessing descriptive-text writing, such as one grounding assessment criteria in local wisdom and validated for classroom feasibility (Sauhenda et al., 2020).

To address the dual challenge of low writing motivation and limited writing proficiency, this study combines two complementary interventions. The first is the Think Talk Write (TTW) cooperative learning model, a structured sequence that guides learners from reading and reflective thinking (think), through discussion and oral rehearsal of ideas (talk), to the composition of a written product (write). The model structures the writing process into three sequential phases: thinking, triggered by engagement with a reading or stimulus text (comprehending, critiquing, and generating possible responses); talking, in which students discuss, negotiate, and present their interpretations within a group; and writing, in which the outcomes of discussion are consolidated into a written report. In a quasi-experimental study comparing TTW cooperative learning with conventional instruction, the model produced a significant increase in students' representational ability (Siregar et al., 2025); because that evidence comes from a mathematics-representation task rather than from writing instruction itself, it is treated here only as general support for the think-talk-write sequence as a pedagogical mechanism, not as direct evidence for descriptive-text writing. More directly relevant is a recent classroom study applying the TTW model specifically to students' personal-narrative writing,

which similarly reported measurable gains in writing quality following the think-talk-write sequence (Ramdhani & Kuswari, 2024), lending closer support to the model's applicability to the writing domain addressed in the present study. Because the model is grounded in a cooperative, dialogic process, it is consistent with a wider body of Scopus-indexed evidence that cooperative and peer-mediated learning strategies significantly improve writing performance and writing-related critical thinking across second-language and first-language classroom contexts alike (Ghufron et al., 2023; Nguyen & Oanh, 2025), and it is theorized to reduce the cognitive and affective load associated with the blank page, allowing hesitant writers to rehearse and refine ideas collaboratively before committing them to text. This theoretical account is consistent with a recent meta-analysis of eleven studies indexed in Scopus and Google Scholar, which found that project- and cooperation-based interventions produce a significant positive effect on EFL/ESL writing performance, with intervention duration rather than a single moderating factor emerging as the strongest predictor of effect size (Cahyono et al., 2024), a finding that lends empirical support to the present study's multi-cycle design.

The second intervention is Canva, a cloud-based design application offering templates for presentations, posters, brochures, infographics, and other visual formats. Within Canva for Education specifically, features supporting tutorials, presentation design, multi-format content creation, and collaborative editing make the platform accessible to users without prior graphic-design expertise (Lathifah, 2023). In this study, Canva was positioned as a motivational and organizational scaffold operating primarily at the write and post-write stages of the TTW sequence, rather than as a substitute for writing instruction or a tool for idea generation: after completing the think and talk phases in conventional written form, students used Canva to lay out, illustrate, and typographically organize their finished descriptive text for presentation to the class, a design-based "publication" step intended to give the writing process a tangible, motivating endpoint. This use of Canva is consistent with the broader trend documented in recent digital multimodal composition research, which shows that pairing text-based writing with a visual or multimodal presentation layer can strengthen learners' engagement with the underlying linguistic task, provided the multimodal element is treated as a complement to — rather than a replacement for — written composition (Hafner & Ho, 2020). Prior classroom research indicates that visually engaging digital media of this kind increase student interest and perceived relevance of writing tasks (Hafidzin et al., 2024), a pattern reinforced by more recent Scopus-indexed evidence: a quasi-experimental study of Canva-based e-portfolios in second-language writing instruction reported significant gains in writing quality alongside positive student attitudes toward the platform (Le et al., 2023), a classroom study with prospective ESP engineering writers found that Canva's visual templates supported the development of varied written genres, from essays to technical reports (Dmitrenko et al., 2024), and a more recent study combining Canva with Microsoft Teams similarly reported improved completion and quality of students' writing tasks in a blended digital environment (Sulaiman et al., 2025). Two further recent studies reinforce this pattern specifically for EFL writing classrooms: an analytical-descriptive study of Canva's use in EFL teaching found that personalized, visually structured materials promoted more meaningful engagement with language tasks than static text-based materials (Moro Ramos, 2024), and a classroom study on Canva's use for improving writing skills in English subjects similarly reported gains in students' writing organization and motivation following Canva-based instruction (Retnowati et al., 2025). Closely related evidence from a technology-enhanced prewriting intervention found that pairing a structured visual planning tool with a digital writing e-portfolio significantly improved elementary students' descriptive narrative creative writing, particularly during the drafting and revision stages (Mustika et al., 2025), reinforcing the plausibility of a design- or planning-based digital scaffold supporting descriptive writing specifically. This body of evidence is consistent with broader findings that technology-mediated

writing tools support engagement most reliably when they scaffold the underlying thinking behind a text rather than merely increasing the amount of writing produced (Regan et al., 2021); a recent blended-learning study similarly found that integrating cooperative learning with digital tools shaped group interaction dynamics and engagement, while cautioning that its benefits depend on group composition and equitable access to devices (Tang et al., 2025).

Previous research has examined the TTW model and Canva-based media as separate interventions, typically evaluating each in relation to generic learning outcomes rather than to the specific psychological barriers fear of error and reluctance to share ideas that most directly impede descriptive writing among lower-secondary students. A recent systematic bibliometric and scientometric review of genre-based approaches to ESL/EFL writing instruction similarly concludes that classroom-based intervention studies combining pedagogical models with technology-supported motivation strategies remain comparatively rare, and calls for more integrated, cycle-driven designs of this kind (Zhai & Razali, 2023). Moreover, existing TTW studies tend to rely exclusively on group-based guidance, with limited attention to how individualized follow-up within a cooperative structure might further support struggling writers, even though structured feedback interventions have been shown to significantly affect EFL and argumentative writing performance when paired with peer or teacher input (Mulyati & Hadiananto, 2023), and with recent large-scale survey evidence that teachers' instructional approach and feedback practices mediate secondary students' L2 writing motivation and engagement (Yu et al., 2025). This study addresses that gap by integrating TTW and Canva within a single two-cycle classroom action research design that combines group discussion with individual guidance, and by explicitly tracking the reduction of affective barriers to writing alongside conventional achievement indicators. Accordingly, this study aims to (1) examine whether the TTW model combined with Canva improves seventh-grade students' descriptive text writing achievement at SMPN 7 Sambas, and (2) describe how this combined intervention was associated with students' classroom participation and confidence in expressing ideas in writing.

METHOD

Research Design

This study employed classroom action research (CAR), following the cyclical model of planning, acting, observing, and reflecting that originated with Lewin (1946) and was later formalized by Kemmis et al. (2014), employing descriptive quantitative and qualitative data. CAR was selected because it positions the teacher as both practitioner and researcher, using iterative cycles of reflective practice to incrementally improve student learning outcomes directly within the classroom, thereby bridging theory and practice via systematic feedback across planning, implementation, and evaluation. Recent applications of this model confirm its value for developing context-responsive teaching strategies, while also showing that its real classroom implementation is typically iterative and non-linear rather than strictly sequential, with teachers moving back and forth between phases as they refine their plans and instruments (Rabgay & Kidman, 2023). This value has also been demonstrated specifically for writing instruction: a classroom action research study of a flipped writing course reported measurable gains in both writing achievement and student engagement across iterative cycles (Florence & Kolski, 2021), and a recent two-cycle classroom action research study in an Indonesian secondary EFL context similarly reported substantial gains in both comprehension and motivation using a comparable cooperative, discussion-based strategy (Pratolo et al., 2025), a broader review of teacher action research argues that the practitioner-researcher model is particularly well suited to surfacing classroom-specific barriers to learning that standardized interventions can overlook (Parkhouse et al., 2021), and a study of primary school teachers' participation in an action-research project on differentiated writing instruction similarly found that the iterative CAR process supported

meaningful shifts in teachers' writing-pedagogy practice, not only in student outcomes (Moldoveanu et al., 2021). The intervention was implemented across two cycles comprising four meetings in total (two meetings per cycle), during the first semester of the 2025/2026 academic year. Because the teacher-researcher simultaneously designed, delivered, and evaluated the intervention, the dual role of practitioner and researcher is acknowledged here as a methodological characteristic of CAR rather than a design flaw; its implications for observer bias and interpretation are addressed in the Research Limitations section.

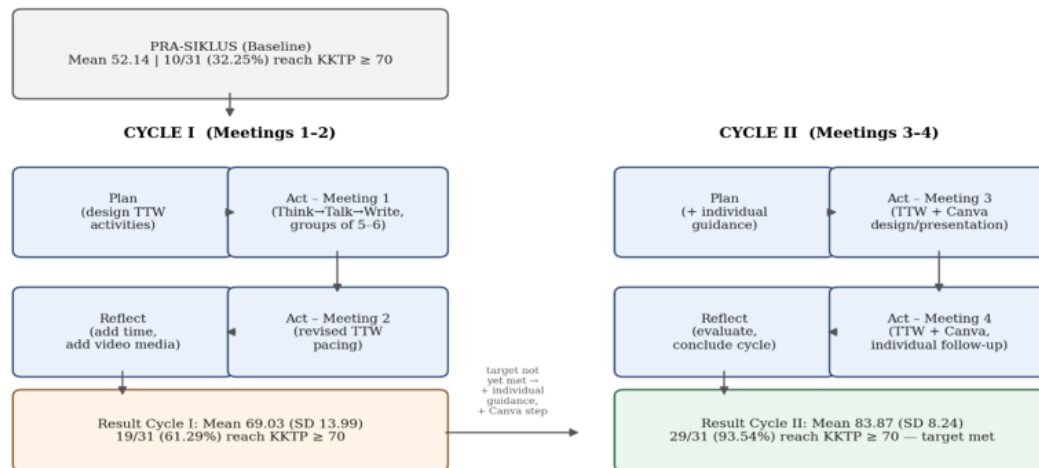


Figure 1. Classroom Action Research Cycle Procedure Combining Think Talk Write and Canva

Participants and Setting

Participants were 31 seventh-grade students enrolled in a single intact class at SMPN 7 Sambas, Sambas Regency, West Kalimantan, Indonesia. All students enrolled in the class participated in the intervention as part of regular classroom instruction; no purposive sub-selection was applied within the class, which reflects standard practice in classroom action research, where the unit of intervention is the intact classroom rather than a sampled subset of students. The class was selected for this study because the teacher-researcher was the class's regular subject teacher and because preliminary classroom observation and informal interviews indicated that students in this class showed a comparatively high level of reluctance to write and difficulty comprehending reading texts relative to other classes taught by the same teacher; this selection basis is descriptive of the research setting rather than a formal eligibility screening applied to individual students.

Data Collection Technique

Data were collected using four techniques: (1) informal conversation with students and the classroom teacher to capture perceptions of the writing process and instructional intervention; (2) classroom observation of both teacher performance and student activity during each meeting, scored using the standard Indonesian teacher-performance instruments APKG 1 (lesson-planning quality, nine criteria) and APKG 2 (teaching-implementation quality, nine criteria) (Universitas Terbuka, 2007); (3) documentation of student written products and classroom artifacts; and (4) writing tests administered at the end of each cycle to assess descriptive-text writing achievement against the minimum mastery criterion. Each meeting followed a consistent instructional sequence aligned with the three TTW phases, implemented in groups of five to six students: students first thought individually about the object to be described for approximately ten minutes (think), then discussed and reconciled their ideas orally within their group (talk), and finally consolidated the group's discussion into an individually written descriptive text (write). In Cycle I Meeting 1, observation notes recorded that discussion time was insufficient and that some students remained unclear about the TTW procedure itself; in

response, Cycle I Meeting 2 allocated more time for group discussion and introduced a short video on writing descriptive text as additional stimulus material, after which observation notes recorded clearer student understanding of the procedure and more active sharing of ideas within groups. For Cycle II, the write phase in both meetings was extended to include the Canva-based design step described above, followed by a brief whole-class presentation, and students who had not reached the mastery criterion after Cycle I received additional individualized guidance from the teacher-researcher, consisting of one-on-one feedback on their written drafts prior to the Canva design stage. To clarify the division of roles: the teacher-researcher, who was the class's regular subject teacher, conducted all teaching sessions, completed the classroom observations, and scored both the writing tests and the APKG instruments. The collaborating classroom teacher's involvement was limited to prior consultation on lesson planning and informal debriefing after each meeting; this teacher did not independently conduct observations or scoring, a point that bears directly on the instrument-reliability limitation discussed below.

Data Analysis Technique

Consistent with the study's combined design, data were analyzed using both a descriptive-quantitative technique for the writing-test results and a descriptive-qualitative technique for the observation and informal-conversation data, rather than a purely qualitative-descriptive procedure; the two strands were interpreted jointly to characterize students' engagement and performance during the teaching and learning process. Quantitative results are reported as frequencies, percentages, means, and standard deviations at baseline and in each cycle; because individual raw scores were retained only for the two post-baseline cycles and not for the baseline stage itself, and because no second rater scored the writing tests, dimension-level or inferentially tested analysis beyond these descriptive statistics could not be performed, and this constraint is acknowledged as a limitation of the descriptive design. Consistent with standard classroom action research practice, the action was considered successful when two indicators were jointly met: an increase in individual student scores relative to the preceding cycle, and an increase in overall classroom performance reaching the pre-determined classical completeness target of 85% of students achieving the KKTP ≥ 70 mastery criterion. If either indicator was not met, the cycle was to be repeated with a revised action plan; both indicators were satisfied by the end of Cycle II, at which point the cyclical process was concluded and reported.

Ethical Considerations

Because participants were junior secondary students under the age of 18, data collection followed standard school-based research procedures. Written permission to conduct the study was obtained from the school principal of SMPN 7 Sambas prior to the start of the intervention, documented in a formal research-permission letter and the school's written reply, archived as an appendix to the underlying institutional thesis; the classroom teacher was informed of and involved in the intervention throughout as a collaborating teacher. Parents/guardians were sent a written notification, distributed through the school, that explained the purpose, procedures, and research use of the classroom activity and asked them to inform the school if they did not wish their child's data to be used for research purposes; this notify-and-opt-out procedure is disclosed here explicitly as distinct from active, signed informed consent, and is acknowledged as a limitation relative to journals that require documented affirmative parental consent for the publication of minors' data. Verbal assent was obtained from students prior to data collection, and students were informed that participation in the research components was voluntary and separate from participation in the regular instructional activity itself, which all enrolled students attended as part of standard curriculum delivery, and that declining the research components would not affect their standing in the class. All student data were anonymized prior to analysis, reported only in aggregate or de-identified form, and used solely for the purposes described in this study. No parents or students exercised the opt-out option or otherwise declined the use of

their data during the study period. No formal institutional ethics committee review was obtained; at the time of the study, the Master of Indonesian Language Education Study Program at Universitas Tanjungpura did not require independent ethics committee approval for classroom action research conducted by its own students within their regular teaching placements, and the school-permission and parental-notification procedures described above were followed instead as the applicable institutional safeguard. The authors acknowledge, consistent with the point raised in review, that this procedure differs from active signed parental consent and formal ethics committee approval, and defer to the editor's judgment on whether it meets the journal's requirements.

RESULTS AND DISCUSSION

Descriptive Text Writing Achievement

The classroom action research was implemented over two cycles, each comprising two meetings (four meetings in total), using the TTW cooperative learning model supported by Canva. In each meeting, students progressed through group discussion, individual writing practice, whole-class discussion, and group presentation, which the teacher-researcher combined with individualized follow-up guidance in Cycle II for students who had not yet reached the mastery threshold after Cycle I. Table 1 summarizes the writing-achievement results recorded at baseline (pre-cycle) and at the end of each cycle.

Table 1. Descriptive Text Writing Achievement at Baseline, Cycle I, and Cycle II (N = 31)

Stage	Reaching KKTP $\geq$ 70 (n/31)	Below KKTP 70 (n/31)	Mean (SD)	Min	Max
Baseline	10 (32.25%)	21 (67.75%)	52.14 (-)	30	75
Cycle I	19 (61.29%)	12 (38.71%)	69.03 (13.99)	45	90
Cycle II	29 (93.54%)	2 (6.46%)	83.87 (8.24)	65	95

Note. Figures are drawn from the researcher's original field data (writing-test scores for all 31 students). Baseline SD could not be recalculated because only the aggregate baseline statistics, not individual raw scores, were retained in the original records. Median scores were 70 (Cycle I) and 85 (Cycle II).

At baseline, before any cycle of the intervention, only 10 of 31 students (32.25%) met the KKTP $\geq$ 70 mastery threshold ($M = 52.14$, range 30–75). Following Cycle I, 19 students (61.29%) met the threshold ($M = 69.03$, $SD = 13.99$, range 45–90), and following Cycle II, 29 students (93.54%) met the threshold ($M = 83.87$, $SD = 8.24$, range 65–95). Matching each student's Cycle I and Cycle II scores shows a mean gain of 14.84 points (SD of the paired differences = 12.28); expressed as a paired effect size, this corresponds to $d_z \approx 1.21$, which would be classified as a large effect under Cohen's (1988) conventional descriptive benchmarks for standardized mean differences, though reported here only as a within-group, no-control-group descriptive statistic rather than as evidence from a controlled comparison. Of the 31 students, 25 improved their score between Cycle I and Cycle II, 4 remained unchanged, and 2 declined slightly. In Cycle I, the 12 students below threshold were nonetheless clustered fairly close to it (scores of 45–65) rather than far below it. By Cycle II, only 2 students (6.46%) remained below the threshold, both scoring 65.

Teacher-performance scores, assessed with the APKG 1 (lesson-planning quality) and APKG 2 (teaching-implementation quality) instruments across the nine standard criteria of each, rose in parallel with student achievement. APKG 1 scores rose from a mean of 3.06 in Cycle I ("good" category) to 3.66 in Cycle II ("almost very good" category). APKG 2 scores rose from 3.12 (Meeting 1) and 3.19 (Meeting 2) in Cycle I to 3.68 (Meeting 1) and 3.74 (Meeting 2) in Cycle II, moving from the "good" category to the "almost very good" category. Because these instruments were completed by the teacher-researcher without an independent second observer, they are best read as a structured, criterion-referenced record of the practitioner's own reflective judgment of

instructional quality, consistent with standard CAR practice, rather than as an independently verified measure.

Table 2. APKG Teacher-Performance Scores by Cycle

Instrument	Cycle I	Cycle II	Category (Cycle I → Cycle II)	Rater
APKG 1 (Lesson Planning)	3.06	3.66	Good → Almost Very Good	Teacher-researcher (self-assessment)
APKG 2 (Teaching Implementation) – Meeting 1	3.12	3.68	Good → Almost Very Good	Teacher-researcher (self-assessment)
APKG 2 (Teaching Implementation) – Meeting 2	3.19	3.74	Good → Almost Very Good	Teacher-researcher (self-assessment)

Note. Scores are reported on a 1–4 scale across nine criteria per instrument. All scores were assigned by the teacher-researcher without an independent second rater and should be read as structured self-assessment rather than independently verified evidence of teaching performance.

Field observation notes indicated a qualitative shift alongside these quantitative gains: students became more active than the teacher during lessons, demonstrated greater interest in the writing task, and engaged more readily in group discussion and presentation, particularly from Cycle I Meeting 2 onward, after discussion time was extended and a short video stimulus was introduced. The small number of students who remained below the mastery threshold were observed by the teacher-researcher to be more easily distracted and less able to concentrate during lessons; the teacher-researcher and classroom teacher jointly attributed this, in field notes, to these students often being unsupervised at home after school while their parents worked until evening. This explanation is reported here as the practitioners' own field-based interpretation rather than as a formally elicited student account or an independently verified cause of non-completion, since it was not gathered through a structured interview protocol and no comparison was made with students who had similar home circumstances but did reach the mastery threshold.

Overall, three patterns emerged from the observation and test data that the teacher-researcher associated with the combined TTW-Canva intervention: (1) increased student independence in completing writing tasks; (2) increased willingness to contribute ideas during discussion, as students reported feeling freer to voice their thinking; and (3) improved speed and fluency of idea generation when students moved from group talk into individual writing. Illustrative of the first theme, one student who scored among the lowest in Cycle I (a descriptive text on the theme of environment, scored 45, reflecting incomplete structure, brief undeveloped content, and a repeated sentence between paragraphs) produced a markedly more developed text by Cycle II (scored 95), with a complete identification–description–closing structure, accurate and elaborated content, and consistent inter-paragraph cohesion; the teacher-researcher's scoring notes for this and similar cases attributed the change to the student's increasingly independent use of the structural checklist introduced during Cycle I feedback. Illustrative of the second theme, the teacher-researcher's Cycle I reflection notes recorded that by the second meeting, following the extended discussion time and video stimulus, “sebagian besar siswa mampu dan bisa melakukan sharing jawaban serta alasan dari jawaban tersebut” (most students were able to share their answers and reasoning) with their group and pair partners, a marked change from the first meeting, where notes recorded that “siswa belum sepenuhnya aktif dalam mengeluarkan pendapatnya” (students were not yet fully active in voicing their opinions). Illustrative of the third theme, observation notes for Cycle II recorded that students required less prompting to move from the group talk phase into individual writing than in Cycle I, consistent with the reduction in students scoring below the mastery threshold from 12 to 2 across the two cycles. Student names

and identifying details have been withheld or replaced with anonymized descriptors consistent with the anonymization procedure described in the Method.

Discussion

The improvement in descriptive-text writing achievement observed between Cycle I and Cycle II is consistent with the theoretical rationale for the TTW model and with quasi-experimental evidence that TTW cooperative learning significantly improves students' performance relative to conventional instruction (Siregar et al., 2025): by requiring students to think, discuss, and only then write, the model externalizes the idea-generation process through talk, which may have reduced the anxiety that many students initially associated with producing written text. This pattern also echoes broader evidence that genre-based and cooperative writing instruction can significantly improve both writing performance and writing motivation dimensions such as apprehension and self-efficacy (Abdel Latif et al., 2024), a pattern also reported for genre-based writing interventions with preservice teachers, where explicit genre instruction was associated with reduced writing demotivation and improved writing self-efficacy (Dost, 2026). Rather than facing a blank page individually, students were able to rehearse and validate their ideas within a group before being asked to commit them to writing, which appears to be associated with both the rise in threshold-based achievement and the qualitative shift toward greater confidence and participation reported in the observation data; because the design did not include a comparison group taught without the TTW sequence, this remains an interpretation consistent with the data rather than a causally established finding. This observed shift toward independence is also broadly consistent with recent "metawriting" scholarship, which argues that structured opportunities for students to talk about and reflect on their own writing process as the TTW talk phase requires can build the kind of metacognitive self-awareness that underlies more confident, independent writing behavior over time (Mejia, 2024).

The role of Canva in this improvement appears complementary rather than central: consistent with prior findings that Canva-based media increase student interest and motivation through visually engaging design (Hafidzin et al., 2024), students in this study were observed to engage more readily with the writing task once it culminated in a Canva-designed output, suggesting that the opportunity to present descriptive text in a visually polished format added a tangible, motivating purpose to the writing process. This observation is broadly consistent with recent work on digital multimodal composing, which similarly finds that a visual or multimodal presentation layer can support without replacing the underlying written task (Hafner & Ho, 2020). Because Canva was introduced only at the write and presentation stages and was not isolated as a separate experimental condition, this study cannot distinguish the specific contribution of Canva from that of repeated TTW practice, teacher attention, or peer interaction; the finding is therefore best read as suggestive that a design-based "publication" step may function as an added incentive within a multi-cycle cooperative-writing intervention, rather than as evidence of Canva's independent effect.

A distinguishing feature of this study, relative to earlier TTW research, is the pairing of group-based discussion with individualized guidance for students who continued to struggle after Cycle I. This combination coincided with the reduction in the proportion of students below the mastery threshold, from 38.71% in Cycle I to 6.46% in Cycle II, and is consistent with the interpretation that while cooperative discussion benefits most learners, a subset of students particularly those the teacher-researcher observed to have concentration difficulties linked to circumstances outside the classroom may require supplementary individual attention that group instruction alone does not fully address. This interpretation should be read cautiously: only two students remained below threshold in Cycle II, individualized guidance was introduced for the same students who also benefited from an additional cycle of general TTW practice, and the design cannot separate these two concurrent influences. With that caveat, the pattern is broadly

consistent with prior evidence linking after-school parental supervision to adolescents' academic engagement (Xiao et al., 2025); because this explanation rests on practitioner field-based judgment rather than a structured or validated measure, it is treated here only as a brief contextual observation, and is discussed further as a limitation below.

Research Contribution

The contribution of this study is primarily contextual and pedagogical rather than theoretical. Whereas prior research has generally examined the Think Talk Write model and Canva-based media as separate interventions, this study contributes a concrete, classroom-tested design that integrates cooperative group discussion, a Canva-based publication step, and targeted individual guidance within a single two-cycle classroom action research framework. This integration, and the accompanying documentation of how it was implemented across two cycles at SMPN 7 Sambas, offers junior-secondary language teachers a practical, adaptable template for combining motivational, cooperative, and individualized elements of writing instruction, rather than a generalizable causal claim about any one component's independent effect.

Research Limitations

These findings should be interpreted in light of several limitations. First, the study was conducted in a single school with one intact class of 31 students, which limits the generalizability of the results to other settings. Second, as a classroom action research design without a comparison group, the observed gains cannot be attributed to the TTW-Canva intervention with the same causal certainty that a quasi-experimental or experimental design would allow, and the specific contribution of TTW, Canva, repeated writing practice, teacher attention, and individualized guidance cannot be disentangled. Third, although baseline, Cycle I, and Cycle II achievement are all reported with means and standard deviations (individual-level raw scores were retained for Cycle I and Cycle II specifically), no formal inferential statistical test was applied, consistent with standard classroom action research reporting conventions; the reported effect size ($d_z \approx 1.21$) should accordingly be read as a within-group descriptive statistic rather than as evidence from a controlled comparison. Fourth, writing was scored by a single rater (the teacher-researcher) using a five-dimension analytic rubric without a second independent rater, so inter-rater reliability could not be calculated; because the teacher-researcher also designed and delivered the intervention, the dual role of practitioner and researcher, together with the absence of a second independent rater, raises the possibility of scoring and observation bias that this design cannot rule out. Fifth, no validated psychometric instrument for writing apprehension, confidence, or motivation was administered, and the explanation linking non-completion to after-school supervision rests on the practitioners' field-based judgment rather than a structured interview protocol or validated measure; claims regarding students' psychological engagement should accordingly be read as classroom-level observation rather than as measured constructs. Sixth, repeated exposure to similar writing tasks and assessment criteria across two cycles may itself have contributed to the observed improvement independent of the intervention, an alternative explanation that this design cannot exclude. Future studies could address these limitations by employing a quasi-experimental design with a comparison group, retaining individual baseline raw scores for full descriptive and effect-size reporting, using the analytic rubric with at least two independent raters with reported inter-rater reliability, extending the intervention across multiple schools, and incorporating validated measures of writing apprehension and motivation alongside a structured interview protocol.

Research Implications

For classroom practice, these findings tentatively suggest that teachers seeking to improve descriptive writing outcomes may benefit from embedding a design or publication step such as a Canva-based output within cooperative writing models, since pairing collaborative discussion with a visually engaging finished product appeared, in this classroom, to sustain

motivation across multiple instructional cycles. The findings also suggest that group-based cooperative models such as TTW may be usefully supplemented with targeted individual attention for the subset of students who do not respond fully to group instruction alone. Given the limitations noted above particularly the small number of students involved in the individualized-guidance component and the absence of a comparison condition these implications are offered as hypotheses for further testing rather than as established practice recommendations; schools considering similar approaches are encouraged to evaluate them locally, with attention to measurement validity and, where relevant and appropriate, in coordination with parents rather than through classroom intervention alone.

CONCLUSIONS

This classroom action research indicates that the Think Talk Write cooperative learning model, supported by the Canva design application, was associated with improved seventh-grade students' descriptive text writing achievement at SMPN 7 Sambas across two instructional cycles. The proportion of students reaching the minimum mastery criterion rose from 32.25% at baseline to 61.29% in Cycle I and 93.54% in Cycle II, with mean scores rising from 52.14 at baseline to 69.03 (Cycle I) and 83.87 (Cycle II), accompanied by observed gains in student independence, participation, and confidence in expressing ideas, as documented through classroom observation and informal conversation. Combining structured group discussion with individualized guidance for struggling writers, and pairing the writing process with a visually engaging Canva-based design task, was associated with improved writing achievement and observed changes in classroom participation and willingness to express ideas, although the single-site, non-experimental, single-rater design of this study means these associations should be interpreted as preliminary rather than causally established. Future research employing quasi-experimental methods with comparison groups, the analytic rubric scored with inter-rater reliability, and validated affective measures across multiple schools is recommended to further test the generalizability and causal basis of these findings.

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AUTHOR CONTRIBUTION STATEMENT

MI contributed to conceptualization of the study, research design, data collection, data analysis, and initial manuscript drafting. AW, HS, ATP, and M contributed to supervision of the research process, methodological refinement, interpretation of findings, critical revision of the manuscript, and final approval of the submitted version. All authors have read and approved the final manuscript and agree to be accountable for all aspects of the work.

AI DISCLOSURE STATEMENT

The authors used an AI-assisted tool to support translation of the manuscript from Indonesian to English, literature identification, citation formatting, and drafting and editing of manuscript text based on the authors' original research design, data, and results. The underlying research design, data collection, and findings are the authors' own work and were not generated by AI. All AI-suggested references were checked against their original publications, and all AI-

assisted text was reviewed, verified, and edited by the authors, who take full responsibility for the accuracy, originality, and integrity of the final manuscript.

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