

## Using Canva as a Digital Creative Media in Writing Descriptive Text for Students of Culinary Department

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### ABSTRACT

The integration of technology in education encourages teachers to utilize digital media to support students' writing skills. This study aims to describe the implementation of the Canva application as a digital creative medium in teaching descriptive writing to 10th grade culinary students at a vocational high school. This study uses an interpretative qualitative approach to explore the learning process and students' writing results during the use of Canva in class. Data were collected through classroom observation, documentation of students' writing results, and analysis using a writing assessment rubric. The learning process was carried out in three stages, namely pre-writing, whilst-writing, and post-writing. In the pre-writing stage, students were introduced to the concepts, structure, and linguistic elements of descriptive texts as well as the use of the Canva application. In the whilst-writing stage, students worked collaboratively to create descriptive texts by combining written information and visual elements using templates and design features on Canva. In the post-writing stage, students revise and present their work based on feedback from the teacher. The results of the study indicate that the use of Canva can increase student engagement, creativity, and ability to organize ideas when writing descriptive texts, especially those related to culinary topics.

**Keywords:** Digital creative media, Canva application, writing skill, descriptive text, culinary students

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## **INTRODUCTION**

Technological advancements in the 21st century have had a significant impact on various aspects of human life, including the field of education. Educational institutions are required to adapt to these technological advancements by integrating various digital tools into the learning process. The use of technology in education not only provides broader access to learning resources but also fosters the creation of a more innovative and flexible learning environment. According to Kasim (2024), the integration of digital technology in education has introduced various new learning approaches, improved accessibility, and supported improved learning outcomes through various digital learning platforms and devices. In line with this, Kalyani (2024) states that the emergence of various digital platforms and educational technologies has transformed teaching practices by providing opportunities for teachers to create more interactive and engaging learning experiences.

In the context of English language learning, writing is one of the productive skills that students need to develop. Writing enables students to express ideas, convey information, and construct meaning in written form. Furthermore, writing skills also play a crucial role in academic communication and language development. Wang (2023) states that writing serves as a means to convey ideas in a structured manner while providing students with the opportunity to express creativity through language use. However, in reality, many students still face challenges in developing their writing skills, such as limited vocabulary, difficulty in generating ideas, and low motivation in writing activities. Therefore, teachers need to design learning activities that are meaningful, interactive, and supported by appropriate learning media.

Writing skills in language learning require students not only to understand language structure but also to organize ideas logically and systematically. In the writing process, students must go through several important stages, such as drafting, revising, and editing. Each stage plays a crucial role in helping students produce well-structured, high-quality writing. Through this process, students learn how to gradually articulate their ideas until they form a coherent and meaningful text. Therefore, writing instruction should not focus solely on the final written product but also on the process students undergo in developing their writing.

In addition, writing involves various language components such as grammar, vocabulary, and organization, as well as mechanics like punctuation and spelling. Mastering these components is essential to ensure that the resulting text is clearly understood by readers. However, for many students learning English as a second language, mastering all these components simultaneously often presents a unique challenge. This leads students to feel less confident in their writing and tend to avoid writing in English.

The difficulties students face in writing can also be influenced by the teaching methods used in the classroom. In some cases, writing instruction is still conducted in a conventional manner, such as by asking students to write texts without sufficient guidance or without

providing clear examples. This situation makes it difficult for students to understand how to develop ideas and compose well-structured texts. Therefore, teaching strategies are needed that can help students understand text structure while providing support throughout the writing process. One-way teachers can improve students' writing skills is by using a more active and collaborative teaching approach. Through collaborative activities, students can discuss ideas with their groupmates, exchange feedback, and revise their writing together. These activities not only help students develop their ideas but also boost their confidence in writing. Additionally, interaction among students can create a more engaging and enjoyable learning environment.

The use of instructional materials also plays a crucial role in supporting writing instruction. Engaging instructional materials can help students understand the material more easily and boost their motivation to learn. For example, the use of images, videos, and sample texts can provide students with a clearer picture of the topic they are writing about. With visual or audio-visual stimuli, students can more easily develop ideas and express them in writing.

In addition to learning materials, teachers also need to provide constructive feedback on students' writing. Good feedback does not merely focus on the mistake's students make, but also offers suggestions that can help them improve their writing. With clear and constructive feedback, students can understand their mistakes and learn to improve the quality of their writing in the future. This can also help students gradually develop their writing skills.

Furthermore, motivation to learn is also a key factor influencing students' success in developing writing skills. Students with high motivation tend to be more active in participating in learning activities and make greater efforts to improve their skills. Therefore, teachers need to create a supportive learning environment and provide opportunities for students to freely express their ideas. For example, teachers can assign writing topics relevant to students' lives so that they feel more interested in writing.

In vocational high school education, English language instruction is expected to support students' professional competencies in line with their fields of study. Vocational education aims to equip students with knowledge and skills relevant to the workforce. Mahbub (2018) states that English language instruction in vocational high schools should be tailored to students' fields of study so that learning becomes more relevant and meaningful to them. For students majoring in culinary arts, for example, writing skills in English can be used to describe food products, menus, and culinary experiences. One type of text frequently used in this context is the descriptive text, which serves to describe an object or image in detail.

To support the development of students' writing skills, teachers can utilize digital creative media that integrates visual and textual elements into the learning process. Digital creative media allows students to express their ideas through more interactive and engaging learning activities. Arsyad (2017) explains that digital creative media is technology-based learning media that combines visual and textual elements to convey information creatively and effectively. In language learning, the use of such media can help students organize their ideas, visualize information, and present their writing in a more engaging way.

One digital platform that can be used in language learning is Canva. Canva is a web-based graphic design platform that provides a variety of templates, images, fonts, and design elements, enabling users to easily create visual content. Anwar (2021) states that Canva is an easy-to-use design platform that allows students to produce visually engaging learning materials through its drag-and-drop feature. Integrating Canva into English language learning can foster creativity, collaboration, and increase student engagement in the learning process. Sugiarni et al. (2024) also emphasize that Canva can support language learning activities by enabling students to create various visual materials such as posters, brochures, and digital presentations that facilitate language practice in more authentic contexts.

Using Canva in English language learning provides students with the opportunity to learn in a more active and creative way. Through the various features available, students can express their ideas and thoughts in engaging visual formats while composing texts in English. For example, when students are asked to create a descriptive poster about a place, a food, or a specific figure, they don't just focus on the writing aspect but also consider how the information is presented visually to make it easier for readers to understand. In this way, Canva helps students develop both their writing skills and their creative thinking skills.

In addition, Canva can also boost students' motivation to learn, as its attractive interface and features make the learning process more enjoyable. In traditional learning, writing is often seen as a monotonous and boring activity. However, by using Canva as a learning tool, students can experience a different kind of learning. They can choose templates, arrange text layouts, add images, and customize colors and design elements to match the ideas they want to convey. This process can make students more enthusiastic about writing assignments because they have the freedom to be creative.

Based on this background, this study focuses on the implementation of the Canva application as a digital creative media in teaching descriptive writing to vocational high school students majoring in culinary arts. The use of Canva enables students to describe culinary products by integrating written descriptions with visual elements, thereby supporting both creativity and writing development. However, beyond students writing practices, particularly in relation to the use of higher order writing strategies such as idea development, elaboration with team member, and organization group. According to Hyland (2016), effective writing involves not only linguistic accuracy but also the ability to develop ideas and organize the coherently. In this context, preliminary findings indicate that although students demonstrate developed engagement and creativity through Canva, higher-order strategies are still underutilized. This may be influenced by factors such as limited linguistic proficiency, lack of writing experience, and insufficient scaffolding during the learning process.

Therefore, this study aims not only to explore the implementation of Canva in descriptive writing instruction but also to critically analyse the quality of students written work by interpreting how and why variations in writing performance occur. This perspective is supported by Seow (2002), who emphasizes that writing is a recursive process requiring continuous guidance and revision to achieve effective outcomes. In addition, the integration

of digital media aligns with concept of multimedia learning proposed by Mayer (2016) which highlights that combining visual and verbal elements can develop students understanding and expression of ideas. By connecting these theoretical perspectives, this study moves beyond descriptive reporting to provide more critical insights into how Canva facilitates writing development, particularly in balancing lower order skills such as grammar and vocabulary and high order skills such as organization and elaboration in the context of vocational education especially on culinary major.

## **METHODS**

This study employed a qualitative descriptive approach to analyse the implementation of the Canva application as a digital creative media in teaching descriptive writing and to examine the quality of students written work. The participants were one intact class of tenth grade culinary students at a vocational high school, selected through purposive sampling, consisting of 36 students divided into six groups.

The research instrument included an observation checklist and a writing rubric. The observation checklist was developed based on the stages of the process writing stages (pre-writing, whilst writing, and post writing) adapted from Seow (2022) along with indicators of digital media use and student's participation. The writing rubric was adapted from standard writing assessment criteria, covering five aspects: content, organization, vocabulary, grammar, and mechanic, each with a clear scoring scale.

Data were collected through classroom observations conducted over two meetings and documentation of students written products created using Canva. Data were analysed using qualitative descriptive analysis through the following steps: (1) organizing data based on writing stages, (2) reducing relevant data, (3) categorizing observation findings into key themes and classifying students writing into low, medium, and high levels based on the scoring rubric, and (4) the next step was data interpretation, in which the findings were linked to relevant theories, such as the process writing approach and the use of digital media in language learning. At this stage, analysis also focused on explaining the variations in students writing work and examining how the use of Canva influenced both the writing process and learning outcomes. Finally, the researcher conducted conclusion drawing by synthesizing all findings to address the research objectives, particularly regarding the implementation of Canva and the quality of students writing.

## **RESULTS AND DISCUSSION**

This section presents the findings obtained from classroom observations and students work conducted during using Canva application as digital creative media in writing descriptive text for students of the culinary department. The data were collected to answer two research questions: (1) How is the implementation of Canva application as a digital creative media in

teaching students to write descriptive texts and (2) how are students' work when Canva is implemented as digital creative media in writing descriptive text. The findings are presented in two main sections consisting of the implementation process and the student works.

### **Using Canva application as a digital creative media in writing descriptive text for students of culinary department**

The results of the study indicate that the implementation of the Canva app as a digital creative tool in teaching descriptive writing has a positive impact on students' writing skills. The learning process was carried out in three main stages—pre-writing, whilst-writing, and post-writing—over the course of two sessions. Based on observations using an observation checklist, the learning activities proceeded systematically and demonstrated active student participation throughout the learning process.

During the pre-writing stage, the teacher prepares students cognitively and linguistically before beginning the writing activity. The teacher begins the lesson by stating the learning objectives, introducing the structure of descriptive texts, and providing examples of texts relevant to the theme of traditional and modern foods. The teacher also introduces the use of the Canva app as a digital learning tool and explains the basic features that students will use to create their descriptive text designs. To activate students' prior knowledge, the teacher displays several images of food and asks prompting questions regarding the names, origins, and characteristics of the food. Based on the observation checklist, this activity helps students understand the writing context and enriches the vocabulary they will use in the writing process.

During the whilst-writing stage, students work collaboratively in six groups, each consisting of six to seven members. Each group is asked to choose one type of food to describe and create two drafts using Canva. In this process, each group member has a different role, such as researching information about the food, drafting descriptive text, selecting appropriate images, and designing the visual layout using Canva templates. Students then discuss the text structure, which includes identifying and describing the object, as well as selecting the appropriate vocabulary to describe the food's shape, taste, and texture. The teacher acts as a facilitator by monitoring student activities, providing guidance, and assisting students who encounter difficulties using Canva's features or in drafting the text.

During the post-writing phase, learning activities include sharing, revising, editing, and publishing. Each group presents their design to the teacher and receives feedback on text content, paragraph organization, vocabulary use, grammar, and mechanical aspects of writing. After receiving feedback, students revise their work by clarifying unclear sections and refining the visual design in Canva. Next, students go through the editing process by double-checking for grammar, spelling, and punctuation errors before downloading the final draft and submitting it to the teacher.

This sequence of activities reflects the cyclical nature of the writing process, where students are not expected to produce perfect texts in a single attempt but are guided to continuously

develop their work through feedback and revision. As emphasized by Seow (2002), writing is a recursive process that involves drafting, revising, and editing in multiple stages. In this context, the post writing phase becomes a crucial stage where students refine their ideas and transform initial drafts into more coherent and accurate pieces of writing.

The revising stage further encourages students to focus on the content and organization of their writing. Rather than simply correcting surface-level errors, students are asked to reconsider how their ideas are developed and how effectively they describe the chosen object. This stage is essential in helping students improve the overall quality of their writing, as they learn to add relevant details, reorganize sentences, and ensure coherence between ideas. According to Ken Hyland (2016), revision is a critical component of writing development because it allows learners to reshape their texts based on feedback and reflection. In this study, students demonstrated the ability to revise their work collaboratively, discussing feedback within their groups and making decisions on how to improve both the textual and visual aspects of their designs.

Following revision, the editing stage focuses on linguistic accuracy, including grammar, spelling, and punctuation. At this stage, students pay closer attention to the technical aspects of writing, ensuring that their texts are not only meaningful but also correct in form. The process of editing helps students develop a greater awareness of language conventions and reinforces their understanding of grammatical structures. This stage is particularly important for students learning English as a foreign language, as it provides them with opportunities to identify and correct their own errors. Through repeated practice, students gradually improve their accuracy and confidence in using the language.

The students' work was then analysed using a writing assessment rubric covering five aspects: content, organization, vocabulary, grammar, and mechanics. Based on the assessment results, the students' work was categorized into three proficiency levels: low, medium, and high. The group in the high category demonstrated comprehensive descriptions, clear text organization, varied vocabulary usage, and minimal grammatical errors. The group in the medium category demonstrated fairly clear ideas but still had some errors in sentence structure and vocabulary. Meanwhile, the group in the low category showed significant shortcomings, including underdeveloped ideas, limited vocabulary usage, and several errors in grammar and writing mechanics.

Overall, the research findings indicate that the use of Canva can enhance students' motivation and engagement in writing instruction. The interaction between text and visual elements in Canva helps students develop ideas more creatively and makes it easier for them to understand the structure of descriptive texts. These findings suggest that Canva can serve as an effective digital learning tool to support the development of students' writing skills, particularly in the context of vocational high school education.

## **Student work when Canva is implemented as a digital creative medium in writing descriptive texts**

In addition to analyzing the learning process, this study also evaluates the students' work produced through the use of the Canva app as a digital creative medium for writing descriptive texts. The students' writing was analyzed using an assessment rubric covering the aspects of content, organization, vocabulary, grammar, and mechanics. The students' work was then classified into ability levels: low, medium, and high. This classification provides an overview of the variation in students' writing abilities following the digital media-based learning process.

The results of the study indicate that students in the high-level category were able to produce more comprehensive and well-structured descriptive texts. Students in this category were able to develop ideas clearly and organize information systematically, from identifying the object to providing a detailed description of the food's characteristics. Additionally, their use of a more varied descriptive vocabulary and minimal grammatical errors demonstrated superior linguistic proficiency. These findings align with the writing process theory proposed by Harmer (2007), which states that good writing is produced through a step-by-step process involving planning, idea development, and revision. Furthermore, the integration of visual elements via Canva also helped students organize their ideas more effectively. This supports Mayer's (2016) view on multimedia learning, which states that the combination of text and visuals can help students understand and convey information more clearly.

The final stage, publishing, represents the culmination of the writing process. In this study, publishing involves downloading the final design from Canva and submitting it to the teacher. However, beyond submission, publishing also carries a sense of accomplishment for students, as they are able to see their work presented in a visually appealing and structured format. The integration of Canva enhances this stage by allowing students to combine textual and visual elements, making their final products more engaging and meaningful. This supports the concept of digital creative media, where learners are encouraged to express their ideas through multiple modes of representation.

Moreover, the use of Canva in the post-writing phase facilitates a more dynamic and interactive revision process. Unlike traditional paper-based writing, digital platforms allow students to easily modify both text and design elements without starting from scratch. This flexibility encourages students to experiment with different ways of presenting their ideas and to continuously improve their work. It also aligns with the perspective of Richard Mayer (2016), who highlights the importance of integrating visual and verbal elements to enhance learning outcomes.

Overall, the post-writing phase in this study demonstrates that writing is not a linear activity but a process that involves continuous refinement and improvement. Through the stages of sharing, revising, editing, and publishing, students are guided to produce texts that are not only accurate but also meaningful and well-organized. The combination of collaborative learning, constructive feedback, and digital media such as Canva creates a supportive environment that

fosters students' writing development. As a result, students become more confident and competent writers, capable of expressing their ideas clearly and creatively in English.

Meanwhile, the group classified as intermediate level demonstrated fairly good writing skills but still exhibited some limitations in developing ideas and using language. The content of the text was relevant to the subject being described, but the descriptions provided lacked depth. In addition, the variety of vocabulary used is still limited, and there are still some errors in grammar and writing mechanics. This indicates that students are still in the developmental stage of the writing process. These findings align with Hyland's (2016) view, who states that students' writing skills develop gradually through practice, interaction, and feedback from teachers during the learning process.

Meanwhile, student work in the low-level category indicates that some students still struggle to develop ideas and organize their text in a structured manner. The resulting texts tend to be brief and do not provide clear descriptions of the objects being discussed. Additionally, vocabulary use remains limited, and errors in grammar and writing mechanics are still quite common. In terms of visual design, the use of Canva's features is also still very basic. Nevertheless, the use of digital media such as Canva continues to provide a more engaging learning experience for students. This aligns with Kohnke's (2019) assertion that the use of digital media in language learning can increase student engagement and encourage them to be more active in the learning process.

Overall, the research findings indicate that the use of Canva as a digital creative tool can support the learning process of writing descriptive texts by integrating linguistic, visual, and collaborative aspects. The integration of text and visual design helps students develop ideas more creatively and enhances their motivation to write. These findings reinforce Robin's (2016) argument that creative digital media can increase student engagement and help them express ideas more effectively through the combination of visual and textual elements in the language learning process.

## **CONCLUSION**

The findings of this study analyze the implementation of the Canva application as a creative digital tool in teaching descriptive writing to culinary arts students. Based on the research results, it can be concluded that the use of Canva makes a positive contribution to the writing learning process. Learning activities conducted through the pre-writing, writing, and post-writing stages were able to encourage students' active engagement in each stage of learning. Through the use of Canva, students not only practice writing descriptive texts but also integrate visual elements that help them develop ideas more creatively and systematically. Additionally, the group work conducted during the writing activities also fosters discussion, collaboration, and the exchange of ideas among students in composing descriptive texts.

In addition, this phase also strengthens students' reflective skills as they evaluate their own work and respond to feedback from the teacher. Students learn to identify weaknesses in their writing and take responsibility for developing their work. The integration of Canva further developing students' motivation, as they can present their ideas in visually engaging formats. Consequently, the post-writing activities not only developing writing accuracy but also promote creativity, autonomy, and deeper engagement in the learning process. Not only that students can collaborate with their member of group to make a very well task and describe their food as well as effectively and creatively with use Canva.

The results of the analysis of students' work, based on an assessment rubric covering content, organization, vocabulary, grammar, and mechanics, revealed variations in writing ability classified into low, medium, and high categories. The high-category group was able to produce more structured and descriptive texts with a more varied vocabulary, while the medium and low groups still had limitations in developing ideas and using language. Nevertheless, in general, the use of Canva was able to increase learning motivation and help students understand the structure of descriptive texts more easily through a combination of text and visual elements. Therefore, Canva can be an effective alternative digital learning medium in supporting the development of writing skills, particularly in the context of vocational education.

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