



Teacher Pedagogical Practices and Students' Experiences in Narrative Text Writing Using Canva:

A Case Study at Ma Miftahul Ulum Bettet

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Abstract

This study aims to examine teachers' pedagogical practices in teaching narrative writing using Canva and to explore students' learning experiences in the classroom. This study employs a qualitative approach with a case study design conducted at MA Miftahul Ulum Bettet. Data were collected through classroom observations and semi-structured interviews involving one English teacher and 30 students. Observations were conducted to identify the stages of pedagogical practices implemented during the learning process, while interviews were conducted to gain a deeper understanding of students' learning experiences. Data were analyzed using thematic analysis to identify patterns and main themes related to pedagogical practices and student engagement. The results indicate that the teacher implemented various pedagogical practices, such as introductory activities, modelling, collaborative learning, scaffolding, independent writing, and providing feedback, reflecting interactive and student-centered learning. Furthermore, the use of Canva enhances student engagement, creativity, and the ability to organize ideas when writing narrative texts. This study contributes to the development of pedagogical practices in EFL instruction by emphasizing the importance of technology integration to create more effective and meaningful learning.

1. Introduction

In the context of English as a Foreign Language (EFL) instruction, teachers' pedagogical practices play a crucial role in determining learning success, particularly in writing skills. However, classroom instruction is still often dominated by teacher-centered approaches, thereby limiting student engagement in the learning process. This situation is problematic because writing skills require not only mastery of linguistic aspects but also critical thinking, idea development, and active interaction between teachers and students. When pedagogical practices fail to facilitate these elements, students tend to struggle with organizing their ideas and expressing them effectively.

In addition, 21st-century learning requirements emphasize the importance of technology integration, collaboration, and student-centered approaches. However, in practice, there remains a gap between these demands and classroom instruction, particularly regarding the use of technology, which has not yet been optimally integrated into the pedagogical process. Several studies indicate that interactive, technology-based learning can enhance student engagement and writing skills (Hyland, 2005; Warschauer, 2021). The use of digital media such as Canva has also been shown to enhance students' creativity and ability to visualize ideas in writing (Rahman & Amalia, 2023; Sugiarni & others, 2024). Nevertheless, most of these studies remain focused on learning outcomes and student perceptions, without delving deeply into how teachers' pedagogical practices are designed and implemented in technology-based writing instruction.

Therefore, further research is needed that focuses more on the learning process, particularly on teachers' pedagogical practices, interactions, and students' learning experiences in the use of digital media. This gap highlights the importance of research that examines not only outcomes but also how the learning process unfolds. Furthermore, research in the context of pesantren-based schools remains limited, despite their unique characteristics.

Based on these gaps, this study aims to examine teachers' pedagogical practices in teaching narrative text writing using Canva and to explore students' experiences and interactions during the learning process. The novelty of this study lies in its comprehensive focus on pedagogical practices, encompassing learning strategies, interactions, and students' learning experiences within a technology-based learning context. This study is expected to contribute to the development of more effective, interactive, and student-centered pedagogical practices in EFL instruction.

2. Method

Research Design

This study employs a qualitative approach using a case study design to conduct an in-depth examination of teachers' pedagogical practices in teaching narrative writing using Canva. This approach was chosen because it allows the researcher to understand the phenomenon contextually and in depth within real-world classroom settings.

Research Site and Participants

This study was conducted at MA Miftahul Ulum Bettet, a boarding school-based institution in Pamekasan. This location was chosen because it has unique teaching characteristics and has integrated the use of digital media into its instruction. The study participants consisted of one English teacher and 30 students from Class X-K who were directly involved in learning to write narrative texts using Canva.

Data Collection

Data were collected through observation, semi-structured interviews, and documentation. Observations were conducted over three sessions, each lasting approximately 90 minutes, using a checklist-based observation form to identify the stages of teachers' pedagogical practices during instruction. The researcher served as a non-participant observer.

Semi-structured interviews were conducted with teachers and several students to gain a deeper understanding of their learning experiences. The interviews consisted of approximately 8–10 main questions, with examples such as: "What are your thoughts on the use of Canva in writing instruction?" and "How did the teacher guide you during the writing process?"

Documentation was used to supplement the data, including lesson plans, learning materials, and student assignments in the form of Canva projects.

Data Analysis

The data were analyzed using thematic analysis to identify patterns and key themes related to pedagogical practices and student experiences. The analysis process was conducted in several stages, namely: (1) reading and understanding the data as a whole, (2) conducting the coding process by labeling relevant parts of the data, (3) grouping codes into categories, and (4) identifying the main themes emerging from the data. This process was carried out systematically to ensure that the research findings were clear and well-structured.

Data Reliability

To ensure the validity of the data, this study employed source, method, and temporal triangulation. Source triangulation was conducted by comparing data from teachers and students; method triangulation was carried out through the use of observation, interviews, and documentation; and temporal triangulation was conducted by collecting data at different times to ensure data consistency.

3. Result

Based on the results of observations and supported by interview data, it was found that teachers implemented a series of structured pedagogical practices in teaching narrative writing using Canva, as shown in Table 1. Each stage of the learning process not only outlines the activities carried out but also plays a crucial role in fostering student engagement and understanding.

In the introductory stage, the teacher begins the lesson by stating the objectives and introducing Canva as a learning tool. This stage helps build students' readiness to learn and provides clear direction for the learning process. Next, in the content delivery and modeling stage, the teacher explains the concept of narrative text and provides an example of a storyboard using Canva. This stage is important because it helps students understand text structure while providing a concrete visual guide for developing ideas.

During the collaboration phase, students work in groups to develop story ideas. This activity not only enhances interaction among students but also helps them exchange ideas and enrich the concepts they will develop. This is further supported by a statement from one student who noted that "learning with Canva is easier because we can discuss with friends and see examples right away."

Additionally, the teacher provides scaffolding during the writing process by guiding students step by step. This stage assists students who struggle with composing text, enabling them to complete the task with greater focus. Following this, students are given the opportunity to write independently, demonstrating that learning focuses not only on guidance but also on fostering student autonomy.

In the final stage, students presented their written work, and the teacher provided feedback on their work. This feedback plays a crucial role in helping students understand their mistakes and improve the quality of their writing. One student also stated that "the teacher's feedback helped me identify which parts needed improvement." The lesson concluded with a reflection session, aimed at reinforcing students' understanding of the material covered.

Overall, these findings indicate that the pedagogical practices employed are not merely procedural but also support interactive, collaborative, and student-centered learning

4. Discussion

The research findings indicate that teachers' pedagogical practices in teaching narrative writing using Canva not only follow procedural learning stages but also reflect a student-centered approach. Each learning stage serves interrelated pedagogical functions in supporting students' learning processes. The use of Canva in instruction serves not only as a medium but also as a tool that enhances interaction, the visualization of ideas, and student engagement in the writing process.

During the modeling stage, teachers provide examples of narrative storyboards using Canva to help students understand how ideas can be organized visually. This demonstrates that visualization plays a crucial role in the writing process, particularly for students who struggle with developing ideas. In this regard, Canva supports multimodal learning, where students learn not only through text but also through visual elements. This finding reinforces Hyland (2005) view that modeling provides concrete examples that can help students understand writing structures more effectively.

Furthermore, the collaborative practices engaged in by students indicate that writing instruction is no longer an individual endeavor but involves social interaction. This aligns with the constructivist approach, which emphasizes that knowledge is constructed through interaction and experience. In this context, the use of Canva also fosters collaboration, as students can share ideas and develop stories together. This finding aligns with Warschauer (2021), who states that technology can enhance student interaction and engagement in learning.

The provision of scaffolding by teachers is also a crucial aspect of the pedagogical practices observed. Teachers provide guidance in a step-by-step manner according to students' needs throughout the writing process. This reflects Vygotsky's concept of the Zone of Proximal Development (ZPD), where students can achieve higher levels of competence with the teacher's assistance. Through scaffolding, students who initially struggled can gradually become more independent in their writing.

In addition, the feedback provided by teachers indicates a reflective process in learning. Feedback serves not only as an evaluation but also as a means to improve and develop students' writing skills. This demonstrates that effective learning does not end with the writing process but also involves revision and reflection.

From the students' perspective, the use of Canva provides a more engaging and interactive learning experience. Students find it easier to develop ideas due to visual support and the opportunity to discuss with peers. This indicates that the integration of technology into pedagogical practices can enhance student motivation and engagement in learning.

Overall, the findings of this study indicate that the pedagogical practices implemented by teachers form an integrated learning pattern, encompassing modeling, collaboration, scaffolding, autonomy, and feedback. This pattern can be understood as a technology-based pedagogical model that supports more effective and meaningful writing instruction. Thus, this study not only reinforces previous research findings but also offers new insights into how pedagogical practices, interactions, and student experiences are interconnected in digital-based learning.

5. Conclusion

This study aims to examine teachers' pedagogical practices in teaching narrative writing using Canva and to understand students' learning experiences. The results indicate that teachers have implemented various pedagogical practices, such as introductory activities, modeling, collaborative learning, scaffolding, and providing feedback. These practices demonstrate that learning takes place in an interactive and student-centered manner. Additionally, the use of Canva provides a more engaging learning experience and helps students develop ideas and understand the structure of narrative texts.

This study contributes to the development of technology-based pedagogical practices in English as a Foreign Language (EFL) instruction. Practically, these findings can serve as a reference for teachers in designing more innovative and effective lessons. Therefore, it is recommended that teachers continue to develop the use of digital media in instruction, and that future researchers conduct further studies in different contexts and skills.

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