The Implementation of Think Pair Share Learning Model Assisted by Canva Media In Teaching Writing

Sri Haryanti*, Meira Regita Nurcahyani, Ana Setyandari

Universitas Widya Dharma Klaten, Indonesia

Keywords	Abstract
canva, implementation, think pair share, writing	This study aims to answer the problem "How is the implementation of think pair share learning model assisted by canva media in teaching writing of the eleventh year students of SMK Negeri 1 Klaten?". The data used in this study are the results of the teacher and students' interviews, questionnaires, observations, and documentations. The sources of data in this study are the teacher and the students. The writers used three steps to analyze the data, namely data analysis, data reduction, and data display. The results of the research are that the learning material used is about describing the process, the source of the material is from the handbook used by the teacher and the worksheet; and there are several steps that are taken by the teacher in carrying out the teaching and learning process by using canva learning media, namely opening, main activity, and closing. In the learning process, the teacher introduced the Think Pair Share model assisted by Canva media. Students in groups, discussed the structure and types of business letters and created their own using Canva. They shared their work with other groups and teacher, then submitted the final results to the teacher. The teacher and students showed great enthusiasm during the implementation. The implementation of the model and media increased student engagement, encouraged collaboration, and made the classroom atmosphere more active and enjoyable. It helped students better understand the material and generate ideas more easily. Thus, this model and the media can be implemented appropriately in teaching writing.

*Correspondence Address:
E-mail: haryanti.sirod@gmail.com

INTRODUCTION

Language is an oral and written form which people use to express their feelings, thoughts, and ideas (Altarriba & Basnight-Brown, 2022). As a language used around the world, English enables communication between individuals from different nations and cultures in various contexts, including business, education, technology, and health. As stated by (Parupalli, 2019) English is the international language of global connection and facilitates communication from all over the world. This indicates the necessity of learning English.

In learning English students must master four basic skills when learning English namely listening, speaking, writing, and reading (Sun, 2016). This is stated in the Minister of Education and Culture, Research & Technology No.24 of 2016 concerning core competencies and basic competencies of lessons in the 2013 curriculum in primary education and secondary education (Minister of Education and Culture, Research & Technology, 2016).

Among the four basic language skills, writing is regarded as the most challenging of the four skills since it necessitates the concept and expression of the material by the writer (Yen, 2022). Unlike other skills, thinking process is a such activity which is designed to lead students into the habit of questioning themselves throughout writing process. According to (Flower & Hayes, 1981) an effective way to help students develop the habit of self-questioning during writing is by encouraging reflection at different stages of the process.

Mastering writing can help students become more proficient in understanding texts and information, and expressing their thoughts clearly. Writing proficiency is the most difficult language skill that nearly all students at all educational levels need to master when studying and teaching English (Wang & Zhou, 2017). Writing proficiency refers to a person's ability to write well and effectively in a language. This ability includes the correct use of grammar, appropriate vocabulary selection, and the logical and structured organization of ideas. This ability helps individuals develop strong writing skills, from mastering grammar to organizing ideas logically. Therefore, students become capable of applying grammar correctly and working on writing tasks independently.

Besides writing, the students must master other language skills such as listening, reading, and speaking. According to (Sadiku, 2015; Sharma & Puri, 2020), by mastering those skills, students can learn English effectively, as the ability to use English proficiently is essential for the learning process, serves as evidence of their ability, and also gains self-confidence

According to (Harmer, 2019), writing has several conventions that separate it from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, layout, and punctuation. It means that writing offers opportunities to increase students' vocabulary, and knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form.

By understanding three key aspects of language (grammar, vocabulary, and spelling) the students can improve their four essential language skills. The *Merdeka* Curriculum aids this by allowing teachers to customize their teaching methods to meet students' needs. *Merdeka* curriculum also provides opportunities for students to learn in a fun and innovative way (Mariati, 2021). It also gives students the chance to learn independently in a relaxed and enjoyable environment, without pressure, and according to their abilities and interests (Anggraena et al., 2021). The weaknesses of the *Merdeka* Challenges related to the curriculum include limited understanding of its characteristics, difficulties in lesson planning, and constraints such as limited facilities, including land, school access, guidebooks, the internet, and learning tools (Firdaus & Permana, 2024).

To be effective in teaching writing, teachers must examine a variety of factors that may impact the writing process. These are classed as internal and external factors. Actually, not all teachers are aware of these factors. The teaching and learning process of writing in high schools still has a lot of challenges. Internal issues like a lack of desire, interest, and confidence in learning might result from students. The students feel bored when learning to write due to external causes such a lack of contact between students and less varied teaching models. One of the most important factors influencing how well students learn to write is their desire to learn. Strong learning motivation will encourage students to practice and try for better writing abilities.

Before conducting the research, the writers observed the learning process in SMK Negeri 1 Klaten and identified several challenges. The challenges arise from two factors, internal and external factors that make learning to write more difficult. They had difficulty in understanding the material due to their limited vocabulary and the pronunciation. This made it challenging for them to grasp the lesson and express their ideas in writing. They also struggled with spelling and sentence structure. Then, students sometimes look disinterested, this is due to the tight learning schedule, where the English learning session is scheduled for the last hour of the teaching and learning activities, after productive learning has been intensively. As a result, they feel exhausted in class and need additional motivation, requiring teachers to keep encouraging them to be excited about learning. These observations highlight the difficulties and opportunities in students' writing development, suggesting that a more interactive, supportive learning model and learning media help them improve.

To assist students in overcoming these challenges, creative teaching is necessary. One way is to use technology. The educational system needs to adapt and evolve with the times (Melinia & Nugroho, 2022). Technology is increasingly focusing on students' skill development, enhancing their abilities, and knowledge compared to the traditional learning model. According to (Singh, 2023), integrating technology into education also prepares students for the difficulties of an increasingly digital and networked society.

Integrating technology into education improves the learning experience by providing students with the skills they need to navigate and develop in a quickly changing digital environment. Developing students' concepts, skills, talents, and perspective is the process and action of learning (Ilham et al., 2023). To achieve these educational goals, the teacher must choose effective and efficient learning media and model. The use of media in education is crucial as it may assist teachers in providing education to their students' (Hermaniar & Mubaraq, 2022). Technology in the 21st century enhances media learning for students, allowing teachers to save material and make learning activities more effective, efficient, and attractive.

Think Pair Share is a simple learning model, but very useful. The "Think" component encourages students to reflect and arrange their thoughts. The "Pair" and "Share" components enable students to compare and discuss their ideas with others, allowing for practice before presenting in class (Elfia, 2020). Canva is a web application that provides tools to create fun learning videos and other visuals. Learning materials are crucial for education, and Canva facilitates the learning process by leveraging technology, skills, creativity, and collaboration (Febriana et al., 2024). As previously said, the 21st-century industry promotes technology use in education, with Canva software enabling teachers to create visually appealing lesson plans for students.

Therefore, the Think Pair Share learning model assisted by Canva media is chosen as one of the effective efforts used to deal with the students' writing difficulties in the teaching and learning process of writing. Hence, in this study, the writer can improve the writing ability of the eleventh-year students of SMK Negeri 1 Klaten in academic year 2024/2025.

There are studies on Think Pair Share (TPS) model and canva media. The first study was conducted by (Fiara et al., 2023) about the use of Think Pair Share model to improve writing ability. This research concluded from cycles I and II there was an increase in motivation from the success of the Think Pair Share (TPS) model of 69.88%, which was still quite good. The success of the Think Pair Share (TPS) model applied in improving student learning outcomes consisting of 2 cycles was carried out by the research procedures, namely, planning, implementation, observation, and reflection so that there was an increase of 11.09% which is still very low. The difference between the research above and the writers' research is the sample used. The research above used students of Biology Education, as the sample, while the writers use eleventh year students in Vocational High School as the sample. The novelty from the writer's research is implementing Think Pair Share learning model and using Canva as the learning media.

The second study was conducted by (Yen, 2022) to improve English writing performance through the think-pair-share technique. The results of the research before and after using the TPS model indicated that the TPS was effective in improving writing skills, thinking ability, and other aspects of writing. The students in the experimental group showed significant improvements in their writing performance, and the results were higher than the pre-test. The average writing scores for the experimental and non-experimental groups were 6.55 and 6.5, this indicated that both groups' writing abilities were comparable. The TPS was praised by the majority of

the group for helping them improve their writing skills, and they stated that it encouraged them to share and to receive more creative ideas. Pie charts showing 85% of the assessments as "very good and useful" and 15% as "good" showed that most participants had a positive view of the experiment.

The last study was conducted by (Rahmawati, 2017) which is about enhancing students writing ability. The study's findings demonstrated how well TPS adoption enhanced students' writing abilities. 86% of the class achieved individual mastery, and the pupils' scores climbed dramatically. The study also discovered that TPS aided students in coming up with ideas, expressing their opinions, and getting peer input. Because each student had to disclose their solution to both their companion and the class, the strategy was very helpful in fostering accountability.

Besides, there are some previous studies which combined Think Pair Share learning model with Canva media. The first study was conducted by (Hadi et al., 2021) which is about teaching writing through Canva application to enhance students' writing performance. The study found that students' scores were higher on pre-test and post-test, and the t-value was higher than the t table, indicating Canva's effectiveness in enhancing writing skills.

The second study was conducted by (Noor & Karani, 2023) about the effectiveness of Canva media in writing greeting cards. The study showed that Canva media significantly enhanced students' writing of greeting cards, leading to higher post-test scores, improved motivation, and enhanced learning experience. The last study was conducted by (Ramdhana et al., 2024) about the effect of Canva media on descriptive text writing ability. The study found that Canva significantly improved students' writing skills, with a 5.5-point increase in mean scores between pre- and post-tests, indicating its reliability in teaching writing. The difference between the above research and the writers' research lies in the sample, methodology, and approach used. The above study applied a quasi-experimental design with a one-group pre-test and post-test without a control group. Meanwhile, this research implemented a case study with the Think Pair Share learning model assisted by Canva media as a digital tool.

The writers' research focuses on the implementation of the think pair share learning model assisted by Canva media in teaching writing of the eleventh year students of SMK Negeri 1 Klaten in academic year 2024/2025. The same to previous studies, this research analyzes the results of using the model and media in teaching writing skills. The differences between this research with the other researches are the subject of the research and data sources of the research. The results of them showed the learning model and media were effective. Therefore, the Think Pair Share learning model combined with Canva media prove to be the right choice for this research.

The reasons that encourage the writers to choose the topic are that writing is a crucial skill in language teaching and learning, as it enriches students' ability to absorb various types of texts, helping them extract information, identify main ideas, and draw conclusions through visual and critical thinking; and canva media is an engaging learning tool for students that may help them improve their writing skills and become more confident and creative in their writing.

The problem of this study is "How is the implementation of Think Pair Share learning model assisted by Canva media in teaching writing of the eleventh-year students of SMKN 1 Klaten in academic year 2024/2025?". The result of the study is expected to be useful both theoretically as a reference for developing innovation on media of teaching and learning English and practically to provide experience on a more innovative model of teaching and learning writing for vocational high school students and the material for consideration in determining learning media that are suitable for the student's characteristics and following developments in government policies in terms of learning innovation.

METHODS

In this study, the writers used qualitative research because it helps them explain the data descriptively. They gathered data in the form of descriptions or words rather than numerical values. This attribute aligns with the essence of qualitative research, which endeavours to furnish a precise synopsis of the attributes of the data.

The Data and the Source of Data

Data consists of all facts and figures that can even be used to compile information (Arikunto, 2010). Data of this research are results from observations, interviews, questionnaires, and documentation of the implementation of Think Pair Share assited by Canva media of the eleventh year students of SMK Negeri 1 Klaten. The data source of this study is the teaching and learning process conducted by an English teacher by implementing Think Pair Share learning model assisted by Canva media, and the students are those who are in XI *Pemasaran* 1 of SMK Negeri 1 Klaten, which is located in Jl. Dr Wahidin Sudiro Husodo No. 22, Klaten Utara, Kota Klaten, Central Java.

The Technique for Collecting the Data

The writers collected the data through observation, interview, questionnaire, and documentation. Before conducting the research, the writer observed the English learning process at SMK Negeri 1 Klaten, focusing on the application of the Think Pair Share learning model. This observation is about the process of teaching and learning writing included how the teacher started the lesson, delivered the material, interacted with students, asked and answered questions, and closed the lesson. The interview to the teacher and students was done after applying the use of the learning model and learning media in teaching learning writing. The questionnaire is a form given to students of XI *Pemasaran* 1, who completed it and submitted their responses to the writers. This survey focuses on the use of the Think Pair Share learning model and Canva media in the classroom. This study gathered students' opinions and perceptions on the subject matter, ensuring the data collected is relevant and comprehensive, aligning with the research objectives. In conducting this study, the writers looked at relevant documents collected from the teacher, such as lesson plans, syllabuses, learning materials, and students' marks, in addition to the findings of interviews.

In order to get accurate data, the writers used triangulation. According to (Noble & Heale, 2019) research triangulation is a method that helps to improve the credibility and validity of research. In this study, the writers used source triangulation and method triangulation to verify data from teacher and students during classroom learning activities. Source triangulation is to test the credibility of the data by checking the data that has been obtained by sources (Sugiyono, 2015). Many students were lack confidence in writing due to difficulties in vocabulary, pronunciation, and grammar. The teacher confirmed that although students had basic writing skills, their lack of vocabulary and weak grammar understanding made them lack confident. By comparing the results of observations, interviews with students, interviews with teacher, and the results of students' answers to the questionnaire, the writers gained a clearer understanding of students' difficulties in writing. Method triangulation is defined as the use of more than two methods in studying the same phenomenon under investigation (Hussein, 2009 cited in Abdullah et al., 2024). In this study, triangulation of methods was applied through four approaches: observation, interview, questionnaire and documentation. The same information was collected in different ways, such as direct observation in the classroom, interviews with students and teachers, completion of questionnaires by students, and analysis of related documents. The results from each method were then compared to ensure consistency and validity of the data.

Analyzing the Data

In this study data analysis had been done simultaneously with the data collection process. The flow of analysis follows an interactive analysis model (Miles, 1994). Data analysis techniques use three workflows that occur simultaneously: data reduction, data presentation, conclusion drawing and verification. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The writers wrote the data taken from the observation, interview, and questionnaire on the pieces of paper, reduced the data collected from observation, interview, and questionnaire, and ordered the data of the activities done in teaching and learning process. Data displays also contribute to data reduction by simplifying complex information into a more manageable format. They displayed data about the implementation of the Think Pair Share learning model in teaching writing. The data were presented in the

form of narratives and tables. At last they drew conclusions based on the summary about the learning process of teaching and learning writing as presented in data display, giving the data meaningful interpretation. Verification or conclusion was carried out by analyzing both the initial research data and the data collected during the study, which had been presented in textual form within the data display.

RESULTS AND DISCUSSION

Results

In this study, the writer gained data from observing English learning activities in class XI *Pemasaran* 1 at SMK Negeri 1 Klaten. The data can be divided into two sub-chapters: learning material and learning steps. The elaborations are as follows.

Learning Material

In this study, the learning material used was the business letter. The material sources used by the teacher are from an English textbook and an online website about business letter. A business letter is a formal written communication used in professional environments, typically between companies, clients, or organizations.

Business letter material refers to written communication used in a professional or formal business setting. This type of text is structured and follows a specific format, including parts such as the sender's address, date, recipient's address, salutation, body, closing, and signature. Business letters are used to convey information clearly and formally between individuals or organizations. In addition, business letters aim to maintain professionalism, build relationships, and facilitate official communication. Maintaining professionalism means using polite and formal language to show respect and create a good impression. Building relationships involves creating trust and good connections between individuals or companies through clear and friendly communication. Facilitating official communication means using business letters to share important information, such as agreements, announcements, or requests, in a clear and organized way that can be used as a record if needed.

Learning Steps

Several steps were taken by the teacher in carrying out the teaching and learning process by implementing Think Pair Share learning model by using Canva media.

First meeting
Opening

The teacher began the lesson by greeting the students warmly and inviting them to pray together. This activity was part of building students' religious character before starting the learning session. After that, the teacher checked the students' attendance in a friendly way to create a positive and comfortable classroom atmosphere.

To help students get ready for the lesson, the teacher asked a few simple questions related to their experiences in reading a letter, especially in a business letter. This activity was meant to connect what students already know with the topic to be learned.

Then, the teacher explained the learning goals, which were to help students understand the material.

Main Activity

In the main activity, the teacher began by asking students about the previous material on personal letters to reactivate their prior knowledge before moving on to the new topic. Then, the teacher briefly explained the definition business letter. The explanation was delivered in a classical teaching style using a PowerPoint presentation that had been prepared beforehand.

Through the slides, the teacher introduced the essential parts of a business letter, such as the heading, salutation, body, closing, and signature, along with simple examples to help students better understand. Students listened attentively and took notes on key points.

After the explanation, the teacher distributed a sample business letter to each student. They were instructed to read and observe the content and structure of the letter individually, comparing it with the material that had just been presented.

Closing

At the end of the session, the teacher reviewed the key points that had been covered, focusing on the basic structure and features of a business letter as presented through the PowerPoint slides. The teacher also expressed appreciation for the students' attention and enthusiasm during the lesson. Due to limited time, not all parts of the material could be fully explained in this meeting. The teacher informed the class that the remaining content would be continued in the next session. Before closing, the teacher gave students an opportunity to ask questions or share their impressions of the day's lesson. The class concluded with a group prayer and the teacher's closing remarks.

Second meeting
Opening

In the opening steps, the teacher prepared the learning material about business letter using PowerPoint. The material in the business letter includes the kinds of business letter. Those kinds of business letter are purchase letter, invoice letter, delivery letter, and offering letter.

After the preparation of the materials, the teacher came into the room. Then, entering the classroom, the teacher greeted each student as soon as she arrived. Next, the teacher checked the students' attendance. The teacher also conducted an apperception of the students and gave some questions about what good behaviour the students had shown that day. The students were asked to comment on what material was taught last session. The teacher pointed to some students randomly to tell their activity. It can be seen in the following.

Teacher: Ahmad, what good behavior have you done today?
Student 1: I helped my parents wash the dishes, Miss.
Teacher: Good. Then, what good behavior have you done today, Din?
Student 2: Wait a second, Miss. I swept the floor.
Teacher: Swept the floor, Din, alright. Next, Brigitta, what good activity have you done today?
Student 3: Today, I woke up early, Miss.
Teacher: You woke up early, yes.

After doing the apperception, the teacher inquired about the students' recall of the business letter that was given before. It was about the general structure, function, and kinds of business letters. As shown below.

Teacher: What are the differences between a personal letter and a business letter?
Students: The language is formal, and they have different interests.
Teacher: The body of the letter is different. In the business letter, there's also an email address and the company's name.
Students: Offering, delivery.

Most of the students could answer the teacher's question accurately. It can be shown that class XI *Pemasaran* 1 was ready to study the material provided by the teacher. As presented in the figure below, the opening process consists of several key components.
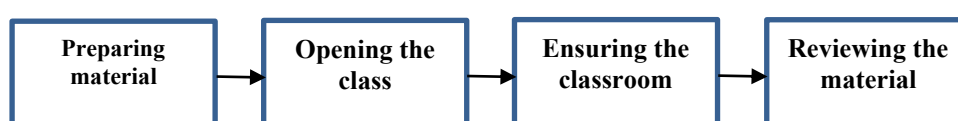
| Preparing material | → | Opening the class | → | Ensuring the classroom | → | Reviewing the material |

Figure 1. Opening process

Main Activity

The next stage was the key action. It was about implementing the Think Pair Share learning assisted by Canva media. According to the teacher, this was the first time they combined the Think Pair Share learning assisted with Canva media. During the interview, the writer asked whether the teacher had previously implemented the Think Pair Share learning model assisted by Canva media. The teacher responded that she had used the Think Pair Share model before, but without the assistance of Canva media. The teacher was enthusiastic about incorporating Think Pair Share learning model into her classroom through the use of Canva. The following are some interviews that were carried out.

The writer: Have you known the learning model using Think Pair Share and Canva media?

The teacher: Yes, I'm familiar with Think Pair Share. It is in groups, thinking and then sharing with friends in pairs. So, they share ideas and things that they have and then share them with their friends. Canva is also effective because there are already examples such as templates, so students can copy and also learn the contents of the templates.

From the result of the interview above, it can be stated that the teacher had an enthusiasm for implementing the Think Pair Share learning model assisted by Canva media. The teacher believed it could be effective and expressed interest in applying both the learning model and the media in teaching.

When the teacher explained the concept of the Think Pair Share learning model, the writer participated in the teaching and learning process by assisting the teacher. The students were informed that the purpose of teaching and learning writing using the Think Pair Share learning model and Canva media was to increase their enthusiasm for participating in English learning and to expand their writing skills.

The classroom atmosphere transformed into a more colorful and engaging environment as students enthusiastically participated in the learning process. The integration of the Think Pair Share learning model assisted by Canva media, stimulated both collaboration and creativity. Students appeared more motivated and confident when sharing their ideas with peers and presenting their writing visually. As a result, there was a noticeable improvement in their writing skills, particularly in vocabulary usage. The creative aspect of Canva also helped enhance their interest and focus, making the overall learning experience more meaningful and effective.

Based on the interview and questionnaire results, several students felt that they were not involved and had lack of vocabulary in writing learning activities. Despite this, the use of Canva media effectively supported students in the writing process, which contributed to their increased enthusiasm during descriptive writing activities. During the teaching and learning process, the teacher divided the students into twelve groups. Each group contained three students, and then each group analyzed the structure and types of business letters that had been prepared before. The students discussed with their group mates and determined the type of business letter that would be created using Canva media. They shared with other groups with the guidance of the teacher and the writer. After that, they submitted the results to the teacher.

At this time, the Think Pair Share learning model implementation started. The students were asked to determine the structure and the kinds of business letters. The first step was to **think**. All of the students opened their phones to see the correct structure and the kinds of business letters. They were allowed to use their cell phones to think individually during the teaching and learning because the teacher sent the material via WhatsApp group.

The next step was to **pair.** In this step, the students started to discuss the business letter, assisted by Canva media, with their group. They divided the job to finish the task. Some students discussed determining the kinds of business letters that would be taken, and others chose the canvas and elements in the Canva media. After that, they discussed the structure of the business letter together. They participated actively in this stage. The next step was to **share**. In the last step, the students shared their findings after they discussed them with other groups and the teacher. The different groups were asked to comment and the teacher also shared comments.

The teacher managed the learning activities by moving around the classroom and assisted students who struggled with writing sentences, mainly due to their limited vocabulary. Lastly, the students finished the writing

and recollected through Google Drive. As presented in the figure below, the main activity process consists of several key components.
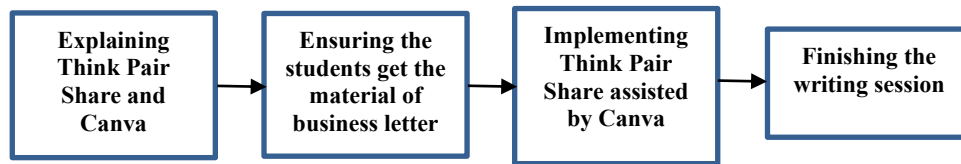
| Explaining Think Pair Share and Canva | → | Ensuring the students get the material of business letter | → | Implementing Think Pair Share assisted by Canva | → | Finishing the writing session |

Figure 2. Main activity process

Closing

After all the teaching and learning were done, the teacher shared the interview sheet with some students and gave the questionnaire link in Google form to all the students from the result of the implementation of the Think Pair Share learning model assisted by Canva media. After the writer had interviewed the students, the teacher would be interviewed by the writer after the use of the Think Pair Share learning model and Canva media.

From these results, it can be concluded that Think Pair Share learning model assisted by Canva media can be implemented appropriately. Below is the chart of the closing process.
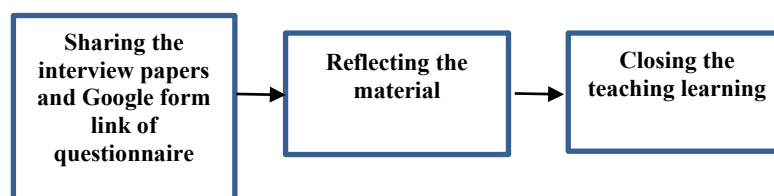
| Sharing the interview papers and Google form link of questionnaire | → | Reflecting the material | → | Closing the teaching learning |

Figure 3. Closing process

Discussion

In teaching writing to the students of SMK Negeri 1 Klaten, especially to the students of XI *Pemasaran* 1, based on the observation, some problems hinder the students. They have difficulty understanding the material due to their limited vocabulary and pronunciation. From the problem stated, the writers recommend the teacher to use the think Pair Share learning model and Canva media to help the students' writing problems. As defined by National Education Association cited in (Junaidi, 2019) media is any form of printed or audio-visual communication and its equipment. (Susilana & Riana, 2017) stated that learning media is anything that can be used to convey messages or learning materials, so that it can stimulate students' attention, interests, thoughts, and emotions in learning activities to achieve learning goals, and can change and present in various forms that can be seen, heard, or read. According to (Lestari, 2020) a teacher must be able to choose learning media that suit their students, so that lessons and teaching materials can be understood and well received.

In the material for describing the process, the writers can state that the selection of the material has been done well. Since the students of class XI *Pemasaran* 1 focuses on marketing, the choice of material is adjusted to the use of the marketing. One example of the material of writing text is the business letter. Choosing material that is in accordance with the major obtained by the students can reduce the writing problems. Many of the students do not master the vocabulary. So, by choosing material marketing, students will be familiar with the vocabulary used in their major. Below are some interview answers from the students who find it helpful when writing with Think Pair Share learning model and the Canva media.

The writer: What do you think about the writing lessons you participate in using the Think Pair Share learning model and Canva as the learning media?

Student 1: I think it makes learning more fun and we can work well together, so the material is well received.

Student 2: I think the use of Canva is interesting, such as the uses of fonts elements, are available.

Student 3: More fun and very helpful, easy, and motivated.

The writer: Does Canva media make it easier for you to improve your writing skills?

The student 1: Yes, in Canva we can write more and understand more vocabulary that we might not have understood.

The student 2: In Canva, we can develop ideas in terms of design and organization of content in an interesting way.

The student 3: In my opinion, Canva makes it quite easy, maybe if we write by hand it's not that good, but when using Canva we can customize the font we want, so we have the willingness to write.

From the results of the interview above, it can be said that the selection of the material suits well. The students feel a lot easier to write assisted by Canva media that have been adapted to the student's major. To support the findings from the interview, the questionnaire is also used to gather more comprehensive data regarding the students' perceptions. The following table presents the results of the questionnaire distributed to the students.

Table 1. Questionnaire Result

Questions	Sangat Setuju	Setuju	Tidak setuju	Total percentage
Apakah Anda menyukai pembelajaran writing *dengan menggunakan media pembelajaran* Canva?	5 14,3%	30 85,7%	0	100%
Apakah guru dapat menyampaikan materi tentang writing *menggunakan media pembelajaran canva dengan jelas?*	5 14,3%	30 85,7%	0	100%
Apakah Anda mempunyai motivasi yang tinggi dalam pembelajaran writing *dengan menggunakan media pembelajaran* Canva?	4 11,4%	29 82,9%	2 5,7%	100%
Apakah Anda mempunyai banyak materi ketika dituntut untuk menulis dalam bahasa Inggris?	4 11,4%	25 71,4%	6 17,1%	100%
Apakah Anda yakin dengan sesuatu yang telah Anda kerjakan dalam writing?	1 2,9%	30 85,7%	4 11,4%	100%
Apakah materi writing *sulit bagi Anda?*	6 17,1%	11 31,4%	18 51,4%	100%
Apakah penggunaan media pembelajaran Canva *membantu Anda dalam meningkatkan* writing skill?	9 25,7%	24 68,6%	2 5,7%	100%
Apakah Anda lebih paham terhadap tulisan Anda sendiri setelah menggunakan media pembelajaran Canva?	8 22,9%	25 71,4%	2 5,7%	100%

From the table above, it is hoped that the Think Pair Share learning model and Canva media will be helpful and applicable to the upcoming situation. The atmosphere in the classroom improves as a result of the students' established communication after the teaching and learning process utilizing Think Pair Share learning model and Canva media.

Previous studies have demonstrated the implementation of Think Pair Share. According to (Hernando et al., 2023) in Think Pair Share model, students are required to sit in pairs. The teacher posts one query or issue to the class. Every student is instructed to consider the topic on his own and then to exchange his ideas with the pair next to him to come up with a consensus that may serve as their response. According to (Simamora et al., 2024), the steps of implementing the Think Pair Share learning model consist of three main stages: think, pair, share. It has advantages, such as 1) Improve student attendance by giving assignments at each meeting that encourages them to be more active and to try to attend regularly in the learning process, 2) Provide variety in learning through the use of the Think Pair Share learning model, which creates a more interesting learning atmosphere, so that students feel happy and their learning outcomes improve, 3) Increase student participation

by working in groups, so they have more opportunities to contribute and interaction between students becomes easier and more effective, 4) Improve social skills through discussion and cooperation, where students learn to respect other people's opinions to empathize and to accept differences in opinion with a sporting attitude.

In line with the previous studies, the writers' study also adopts the Think Pair Share learning model. However, it is assisted by media, namely Canva, to further support students in organizing ideas creatively, also enhancing their enthusiasm and participation in business letter writing activities. Canva is a free graphic design tool used either individually or in collaboration with others. According to (Jamaludin & Sedek, 2024) Canva is a useful tool for educators, allowing them to create a more engaging and interactive learning experience through the creation of creative and engaging learning materials for students. According to (Nugroho & Nafasya, 2021) Canva is a visual design tool that makes it simple for students to create a variety of imaginative ELT materials online.

Similarly, this study uses the Think Pair Share learning model to teach writing, specifically the development of business letters, while also adding Canva as a digital tool to help the learning process. The use of Canva media contributes to a more visually engaging and dynamic learning environment, which improves students' knowledge and engagement in the writing activities. Although the study by the writer uses Think Pair Share in a different environment and with the help of digital media, the essential premise of integrating students in organized thinking, pairing, and sharing remains unchanged. This is consistent with the foundation of Think Pair Share, which is a collaborative technique that allows students to generate knowledge actively.

While previous studies implemented Think Pair Share learning model without being assisted by digital tools, this study integrates Think Pair Share learning model assisted by Canva media in learning writing. Canva provides an easy-to-use creative environment that boosts student engagement, encourages creativity, and helps organize ideas. As stated that Students' comprehension and retention improve when they write about what they have read (Traga Philippakos & Graham, 2020). By practising writing consistently, students can develop a range of important skills, both for their language and thinking abilities.

According to (Harmooni et al., 2018) writing skills have an important role because they can support student performance. According to (Harmer, 1998), the reasons for teaching writing to students of English as a foreign language include reinforcement, language growth, learning style, and, most importantly, writing as a talent in its own right. (Byrne, 1988), stated one of principles for teaching writing is that a variety of practices and techniques will be needed to encourage effective writing processes through collaborative writing in the classroom.

In this study, implementation is the actions and plan that the writers must take. According to data from student interviews and surveys, the implementation process is effective since many students give good answers. According to the findings of student interviews, writing abilities may be enhanced by using Think Pair Share learning model and Canva media, because the students can collaborate and share ideas with their learning companions. They feel helped by the learning model and the media. Those can help them to develop ideas for writing and improve learning activities for students.

Many of the students' responses give a positive impression of the implementation of Think Pair share learning model and Canva media. Additionally, the teacher conveys the idea that the Think Pair sharing learning model and Canva media are essential for preventing students from becoming disinterested in participating in class activities. Students may utilize it to develop their thoughts, which will make writing simpler for them.

The teacher states, "Think Pair Share is in groups, thinking and then sharing with friends in pairs. So, he shares ideas and things that he has and then shares them with his friends. In Think Pair Share the teacher develops and posts questions. Using Canva media has also been effective; it can keep up with the era of technological development, and it is not monotonous learning". So, it can be concluded that the Think Pair Share learning model and Canva media can be applied at all levels.

CONCLUSION

After analyzing the data, the writers conclude that there are two aspects of implementing Think Pair Share assisted by Canva media on learning writing activities. The two aspects are learning material and learning steps.

First, the learning material is a business letter. The source of this learning material is from PowerPoint and the handbook that the teacher has provided. The second is about learning steps. The learning steps consist of several steps taken by the teacher in carrying out the learning activities by implementing Think Pair Share learning model assisted by Canva media. The learning steps consists of opening, main activity, and closing.

The teacher and students are highly passionate about the implementation of the Think Pair Share learning model assisted by Canva media. This study also demonstrates that the Think Pair Share learning model, supported by Canva media, can enhance students' engagement in learning and foster teamwork. There is effective interaction not only between the teacher and students, but also among the students themselves, and with learning resources. As a result, the classroom becomes more lively, students work together more often, and the learning process becomes more enjoyable. They feel more confident to express their ideas, help each other, and stay focused during the lesson. This kind of atmosphere makes it easier for students to understand the material and improve their writing skills.

The students appear more enthusiastic when using Canva media, as it makes the learning process more engaging and leads to several positive outcomes. During writing tasks, the implementation of the Think Pair Share learning model combined with Canva media helps students generate ideas more easily. They are able to exchange thoughts and opinions with their peers in groups, and they can also explore various elements provided in the Canva media to support their writing.

Based on the research findings, it proves that the Think Pair Share learning model assisted by Canva media is appropriate and applicable in the teaching and learning of writing.

REFERENCES

Abdullah, N., Cape, W., Emergency, G., Servicess, M., & Sobuwa, S. (2024, March). *Postgraduate education in south african emergency care practitioners: A social realist study postgraduate education in south african emergency care practitioners: A social realist study*. https://doi.org/10.51415/10321/5369

Altarriba, J., & Basnight-Brown, D. (2022). The psychology of communication: The interplay between language and culture through time. *Journal of Cross-Cultural Psychology*, *53*(7–8), 860–874. https://doi.org/10.1177/00220221221114046

Anggraena, Y., Felicia, N., Ginanto, D. E., Pratiwi, I., Utama, B., Alhapip, L., & Widiaswati, D. (2021). *Kurikulum Untuk Pemulihan Pembelajaran*. Pusat Kurikulum Dan Pembelajaran.

Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. PT Rineka Cipta.

Byrne, D. (1988). *Teaching writing skills*.

Elfia, S. (2020). Improving students' writing skill of narrative text by using think-pair-share technique at grade x.13 SMAN 5 Bukittinggi. *Iclle*, *485*, 320–327. https://doi.org/10.2991/assehr.k.201109.053

Febriana, T., Suneki, S., Suyoto, S., & Rochajati, S. (2024). Pengembangan media pembelajaran berbasis canva untuk meningkatkan kreativitas guru di sekolah dasar. *Jurnal Sinektik*, *6*(1), 32–37. https://doi.org/10.33061/js.v6i1.8681

Fiara, D. O., Ratumbuysang, M. F. N. G., Nor, B., & Setiawan, A. (2023). The think pair share (TPS) learning model is an effort to increase motivation for success and learning outcomes of students of the Faculty Of Teacher Training And Education, Lambung Mangkurat University. *Diversity: Jurnal Ilmiah Pascasarjana*, *3*(1). https://doi.org/10.32832/djip-uika.v3i1.10086

Firdaus, R., & Permana, J. (2024). Kelebihan dan kekurangan implementasi kebijakan kurikulum merdeka di sekolah dasar. *Jurnal Basicedu*, *8*(3), 1885–1897. https://doi.org/10.31004/basicedu.v8i3.7570

Flower, L., & Hayes, J. R. (1981). A Cognitive Process Theory of Writing. *College Composition & Communication*, *32*(4), 365–387. https://doi.org/10.58680/ccc198115885

Hadi, M. S., Izzah, L., & Paulia, Q. (2021). Teaching writing through canva application to enhance students' writing performance. *JOLLT Journal of Languages and Language Teaching*, *9*(2), 228. http://ojs.ikipmataram.ac.id/index.php/jollt/index

Harmer, J. (1998). *How to Teach English.pdf* (p. 198).

Harmer, J. (2019). The pratice of English language teaching fifth edition. *ELT Journal*, *5*(1), 1. https://www.scribd.com/embeds/490938777/content?start_page=1&view_mode=sgulung&access_key=key-fFexxf7MbzEfWu3HKwf

Harmooni, M. F., Syahrul, R., & Basri, I. (2018). Pengaruh Penggunaan Teknik Tiru Model Terhadap Keterampilan Menulis Teks Puisi Siswa Kelas X SMAN 4 Padang. *Pendidikan Bahasa Indonesia*, 58–64. [suspicious link removed]

Hermaniar, Y., & Mubaraq, Y. F. (2022). Sustaining canva education learning on online and offline learning: A case of teacher's best practice. *International Conference on Digital Education and Social Science (ICDESS)*, 242–248. https://conference.appipgri.id/index.php/event/ICDESS2022

Hernando, M. J., Reponte-Sereño, R. R., Cuevas, G. C., & Pacaldo, J. (2023). Think-Pair-Share: A Strategy for Effective Student-Engaged Literature Classes. *International Journal of English Language Studies*, *5*(4), 32–44. https://doi.org/10.32996/ijels.2023.5.4.4

Ilham, S., Vázquez-Cano, E., & Novita, L. (2023). Use of canva application as a learning media. *Al-Hijr: Journal of Adulearn World*, *1*(1), 9–18. https://doi.org/10.55849/alhijr.v1i1.499

Jamaludin, N. F., & Sedek, S. F. (2024). Canva as a digital tool for effective student learning experience. *Journal of Advanced Research in Computing and Applications*, *33*(1), 22–33. https://doi.org/10.37934/arca.33.1.2233

Junaidi, J. (2019). Peran media pembelajaran dalam proses belajar mengajar. *Diklat Review: Jurnal Manajemen Pendidikan Dan Pelatihan*, *3*(1), 45–56. https://doi.org/10.35446/diklatreview.v3i1.349

Lestari, F. A. P. (2020). Penggunaan Media Pembelajaran untuk Meningkatkan Kualitas Belajar Mahasiswa. *Jurnal Pendidikan*, *1*(1), 534–540.

Mariati, M. (2021). Tantangan pengembangan kurikulum merdeka belajar kampus merdeka di perguruan tinggi. 747–758. https://doi.org/10.53695/SINTESA.V1I1.405

Melinia, S., & Nugroho, N. (2022). Creating a video using canva application as an English learning media of recount text material. *JEdu: Journal of English Education*, *2*(2), 118–129. https://doi.org/10.30998/jedu.v2i2.6644

Miles, M. (1994). Qualitative data analysis: A sourcebook of new methods. *Evaluation and Program Planning*, *9*(2), 184–187.

Minister of Education and Culture, Research, and T. (2016). *Peraturan menteri pendidikan dan kebudayaan republik indonesia nomor 24 tahun 2016 tentang kompetensi inti dan kompetensi dasar pelajaran pada kurikulum 2013*. Jakarta.

Noble, H., & Heale, R. (2019). Triangulation in research, with examples. *Evidence-Based Nursing*, *22*(3), 67–68. https://doi.org/10.1136/ebnurs-2019-103145

Noor, M., & Karani, E. (2023). The effectiveness of canva application as a media in writing greeting card at the eight grade of SMP Negeri 12 Banjarmasin. *Journal on Education*, *5*(3), 9540–9548. https://doi.org/10.31004/joe.v5i3.1826

Nugroho, B. S., & Nafasya, F. S. (2021). *The implementation of Canva to enhance English teaching and learning*. 21(1). https://www.researchgate.net/publication/353514447

Pandey, P. P., & Meenu, M. (2015). Research Methodology. In *Implementing Takaful in India*. https://doi.org/10.1007/978-981-16-6281-2_5

Parupalli, S. R. (2019). The role of English as a global language. *Research Journal Of English (RJOE)*, *4*(1), 64–79. https://www.researchgate.net/publication/334282978%0ATHE%0Awww.rjoe.org.in

Rahmawati, O. I. (2017). Think-Pair-Share: A tecnique to enhance students' writing skill. *Jurnal Pendidikan Edutama*, *4*(1), 49–57.

Ramdhana, R. A., Syarfi, M., & Jismulatif, J. (2024). The effect of using canva media on descriptive text writing ability of seventh grade students. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *7*(3), 2797–2801. https://doi.org/10.54371/jiip.v7i3.4074

Ramdhani, M. A., & Muhammadiyah, H. (2015). The criteria of learning media selection for character education in higher education. *Proceeding International Conference of Islamic Education*, 174–181.

Sadiku, L. M. (2015). The importance of four skills reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature*, *1*(1), 29. https://doi.org/10.26417/ejls.v1i1.p29-31

Sharma, C., & Puri, S. R. (2020). The importance of four basic skills in learning english learning environment view project English learning view project. *The Genesis*, *7*(4), 33–36. https://doi.org/10.47211/tg.2020.v07i04.007

Simamora, A. B., Panjaitan, M. B., Manalu, A., Siagian, A. F., Simanjuntak, T. A., Silitonga, I. D. B., Siahaan, A. L., Manihuruk, L. M. E., Silaban, W., & Sibarani, I. (2024). *Model-Pembelajaran-Kooperatif-Ebook aprido dkk*.

Singh, S. (2023). *The role of technology in education: Enhancing learning outcomes and 21st century skills*. 02, 274–283.

Sugiyono. (2015). *Metode Penelitian Kombinasi (Mix Methods)*. Alfabeta.

Sun, Z. (2016). Ways on developing the ability of listening, speaking, reading and writing. *Icsste*, 243–247. https://doi.org/10.2991/icsste-16.2016.46

Susilana, R., & Riana, C. (2017). *Buku Media Pembelajaran*.

Traga Philippakos, Z. A., & Graham, S. (2020). Teaching writing to improve reading skills. *International Literacy Association*, 1–13. https://www.literacyworldwide.org/get-resources/position-statements

Wang, W., & Zhou, C. (2017). Effective strategies to improve English teaching. *February*, 217–220. https://doi.org/10.5220/0006447502170220

Yen, T. T. (2022). Improving english writing performance for high school students through the Think-Pair-Share technique. *International Journal of Social Science and Human Research*, *05*(04), 1240–1259. https://doi.org/10.47191/ijsshr/v5-i4-07

Yin, R. K. (2014). *Robert K. Yin. (2014). Case Study Research Design and Methods (5th ed.)*. Canadian Journal of Program Evaluation, *30*(1), 108–110. https://doi.org/10.3138/cjpe.30.1.108