



INTEGRATING TECHNOLOGY IN WRITING ANALYTICAL EXPOSITION TEXTS: EFL SENIOR HIGH SCHOOL STUDENTS' PERSPECTIVES

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ABSTRACT

Writing is one of important, yet challenging skills taught in senior high school. The students compose their writing for specific purposes about what, why and for whom they are writing. Recent developments have increased the need to incorporate technology to enhance students' skills. Quora social media is one of application effectively allow the users to ask and answer questions. Meanwhile, Canva applications is digital platform to visualize their content in digital form. This study is to investigate the students' perceptions of the use of integrating Quora social media and Canva Apps in teaching Analytical Exposition text writing skill in senior high school. It employed a mixed-method approach by using sequential explanatory designs. This study used the data through questionnaires adapted from UTAUT and follow-up interviews to students. The findings revealed that the integration positively impacted all these areas, with facilitating conditions showing the most significant influence on students' perceptions of their writing performance (74.3%). The students' perspectives about the integrating apps Quora social media and Canva had a beneficial platform to foster their writing skills, critical thinking, vocabulary and gaining information. It also recognized for stimulating their creativity and visual presentation of ideas. Students also expressed increased motivation and confidence when learning was supported by these platforms. However, a few challenges were noted, such as the need for stable internet access and initial unfamiliarity with the tools. Overall, Quora and Canva effectively supported English language learning in a digital context.

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1. INTRODUCTION

Writing is an essential yet challenging skill for students, as many have limited experience in both reading and writing, especially at the secondary school level. Various problems related to students' writing and presenting skills, including both internal factors, such as low motivation, and external issues, including a lack of language proficiency, contribute to writing difficulties. Students were unable to develop their ideas or organize their texts effectively and coherently. It was particularly difficult for students whose first language differs significantly from the target language. Furthermore, the highlighted additional challenges in writing include problems with organization, motivation, or feeling bored in the classroom. Writing requires both sufficient knowledge and extensive reading to help students produce clear statements that effectively introduce topics and convey main ideas in their paragraphs.

Teaching exposition text at the secondary school level is essential for helping students achieve the learning objectives. Exposition text serves a social function by explaining and persuading through the presentation of opinions or arguments on 3 relevant issues. Dewi et al. (2021) investigated exposition text teaching materials for secondary schools based on visual media. Their findings showed that teaching students to write exposition texts encouraged active participation and had a positive effect on their learning. The significance of learning exposition text at the secondary level lies in helping students build foundational knowledge that will continue to be developed at the university or college level. Students become capable of constructing exposition texts in well-written, coherent, and cohesive paragraphs.

Recent developments have increased the need to incorporate technology to enhance students' skills. Social media has emerged as an alternative and interactive platform for student engagement. The applications, such as Quora can effectively support the teaching and learning process. Quora is a social media platform that allows users to ask and answer questions, provide feedback, and engage in topic-based discussions. The platform enables students to share their opinions and ideas through written interaction. Students can explore the different perspectives on the topics written by native and fluent speakers, which improves the students' critical thinking, idea development, and writing skills.

Several studies also reported that Yuyun (2018) suggested that students' activities in the classroom could be done individually or in groups to enhance creativity by integrating classroom materials with technology through online applications such as Canva. A study by Noor et al. (2023) concluded that using Canva in teaching had a positive effect on students' ability to write greeting cards. These research studies showed that Canva improved creativity, while Quora supported writing instruction. Additionally, students still faced challenges in creating Analytical Exposition texts.

During the implementation of the Emancipated Curriculum, teachers were expected to effectively manage students and recognize their individual characteristics within educational settings. In this context, teachers also had to manage their own skills and capabilities in the classroom. Preliminary research revealed persistent problems in students' writing abilities. Windarwati et al. (2022) reported that students faced significant challenges during the COVID-19 pandemic. In the aftermath of the pandemic, students' mental health was notably affected, particularly in English classrooms. They experienced difficulties concentrating, along with feelings of boredom, fear, and anxiety throughout the learning process.

To address these issues, teachers attempted to redesign the curriculum and adapt their teaching methods based on students' individual characteristics and learning needs. While students were granted greater flexibility in choosing materials, many still struggled to grasp key concepts during lessons. Teachers provided instructions and explanations, yet students often failed to understand the material fully. Philomina et al. (2023) noted that excessive and unregulated use of smartphones had a detrimental effect on students' physical and mental health. Consequently, many students developed social anxiety and found it challenging to interact with new people. The role of the teacher in the classroom was significant so that the students could also be more creative and independent and work together. The teachers created and developed strategies to improve their learning and skills, especially writing skills.

In the 21st century, technology offered significant benefits in the field of education, particularly within the classroom settings of foreign language learners (Arif, 2019; Nuraeni et al., 2020). Teachers played a crucial role in the teaching and learning process (Richard, 2017), and the integration of Information and Communication Technology (ICT) was essential for delivering effective and efficient instruction in digital literacy (Abraham et al., 2022; Belay et al., 2020; Azar et al., 2020; Albina, 2017). ICT emerged as a valuable solution for enhancing the educational system, especially at the senior high school level (Amutha, 2020; Putripertwi et al., 2021; Timotheou et al., 2022). Moreover, it supported students by making learning more interactive and collaborative (Akpabio et al., 2017; Alkamel et al., 2018). The effective design and management of ICT in the classroom promoted creativity, active participation, and higher-order thinking skills among senior high school students (Tang et al., 2022; Youssef et al., 2022).

The application of a single digital platform to examine students' perceptions of writing abilities has been the focus of earlier research on the use of ICT tools in English writing classes. A study conducted by Rindiani et al. (2023) investigated the use of Quora in improving students' writing skills. The findings revealed that Quora had a positive effect as a social media tool for enhancing students' writing proficiency. It proved to be effective for enhancing reading comprehension, as users posted and commented on specific issues relevant to their interests, particularly among senior high school students. On the other hand, Canva was considered easy to use and less challenging for students, largely because it offered many templates that made learning more interesting and accessible (Ilyas et al., 2023).

The majority of these studies looked at visual design applications to support creativity and content organization, or social media platforms to promote written interaction and idea sharing. Nevertheless, little research has been done on combining several digital tools with various purposes in a single learning environment, particularly when

teaching texts that require analytical exposition. Rinanda et al., (2024) elaborated on the effectiveness of using Padlet and Slack application in teaching writing. The applications effectively helped and improved the students' writing achievement. Dewi et al. (2022) stated that the integration of technology positively affected the students' writing class. The technology used Mentimeter and video in the opening session, Canva to design the project of writing and Padlet to evaluate the grammar, punctuation and spelling the project.

This study aims to bridge that gap by integrating Canva, a visual design tool that helps students organize and present their ideas effectively, with Quora, a text-based social media platform that fosters critical thinking and argumentation. By promoting both textual reasoning and visual organization, the combination of these two platforms should provide a more thorough method of helping students improve their analytical writing abilities. Therefore, by investigating the synergistic use of two complementary digital tools, this study offers a novel contribution to the field of ICT-assisted English writing instruction. This study aims to investigate the students' perceptions of the use of integrating Quora social media and Canva Apps in teaching Analytical Exposition text writing skill in senior high school.

2. METHODS

The study employed a mixed-method approach by using a sequential explanatory design, both quantitative and qualitative points of view regarding the students' perspective on using integration apps, i.e., Quora social media and Canva apps, in Analytical Exposition writing performance. The approach began with quantitative on the results and was followed by qualitative data to gain more depth. Quora social media is Q&A that supports the students to gain some information. While Canva is a project design that builds their creativity to present their writing in digital form. The questionnaire surveys and interviews were done to collect the data allowed for understanding of participants' perceptions and experiences.

Hammer (2020) noted that the description of participants must include information about demographic criteria and be relevant to the sample and the research questions. Demographic data is crucial for illustrating how the population and the distribution of characteristics influence the future. The data indicated that the participants were all in the secondary levels of the Phase-F social program. They were between 16 and 18 years old, with 19.4% of the participants being 16 years old, 75% being 17, and 19.4% being 18. These phases could adapt ICT to enhance their motivation and understanding independently (Dewi, 2020). In the F-5 class, which served as the experimental group, there were only five male students, accounting for 13.89%, and 30 female students, making up 86.1%.

To collect the quantitative data, a structured questionnaire was adapted from the Unified Theory of Acceptance and Use of Technology (UTAUT) model. It consisted of 40 items distributed, followed by four main elements: performance expectancy, effort expectancy, social influence, and facilitating conditions. The instruments were validated through expert judgment procedures. The data were analysed using descriptive statistics or survey questionnaire analysis to identify the relationship between the constructs. Based on Hatch and Farhady (1982, p.46), the formula of the percentile was:

$$P = 100 \times \frac{F}{N}$$

where:

P = Percentile

F = Frequency of observer's observation

N = Sum of Activities

The interview section had been conducted at the end of the teaching and learning process for the students. A semi-structured interview was conducted to obtain deeper insights and to explain the pattern observed in the questionnaire results. The result of the interview gave more in-depth information about some issues of the students' perceptions. The questions in the interview adopted the Theory of Acceptance and Use of Technology (UTAUT). The interview participants were students and teachers, given 10 questions based on their knowledge and experiences during teaching and learning. Here was the relationship of the RQ, objective, data collection tools and analysis techniques.

Table 1.

The Research Questions, Objectives, Data Collection Tools, and Analysis Techniques.

Research Questions	Objectives	Data Collections Tools	Data Analysis Technique
What are the students' perceptions of the use of integrating Quora social media and Canva Apps in teaching Analytical Exposition writing skill in senior high school?	To investigate the students' perceptions of the use of integrating Quora social media and Canva Apps in teaching Analytical Exposition text writing skill in senior high school.	Survey Questionnaire and Questions Interview List	Qualitative: Descriptive Statistics/Survey questionnaire analysis and interview analysis

Table 1 presents the questions in this study, focusing on the students' perspectives on integrating applications in writing instruction. The study has a goal to achieve, which is to investigate the students' perceptions of the use of integrated applications. To collect the data, the survey questionnaire and the question interview list were employed to get more detailed data. After that, the descriptive statistics were used to analyse the survey questionnaire data quantitatively, and the results of the interview were gained to support the quantitative data.

3. RESULTS AND DISCUSSION

The survey questionnaire data are collected from February 21st to 26th, 2025 while the interview was conducted on Tuesday, 20th March 2025, from the students. The participants consisted of 36 students from the experimental group, including 5 males and 31 females. It utilized a Likert scale to measure perceptions, ranging from 1 to 5 points. The UTAUT theory consists of four constructs that influence students' behavioural use of technology: performance expectations, effort expectations, social influences, and facilitating conditions. It talked about their perceptions on using technology, Quora social media, and Canva apps as tools to enhance their writing skills. I adopted the Unified Theory of Acceptance and Use of Technology (UTAUT), which has four variables in the instruments. The Performance Expectancy is presented in Table 3.1.

Table 2.
Performance Expectancy

Variables	Indicators	Results				
		SA	A	N	D	SD
Performance Expectations	Perceive usefulness	21.53	45.14	36.81	3.47	0.69
	Extrinsic motivation	20.83	40.28	36.11	2.78	-
	Job Fit	12.04	29.63	56.86	0.93	-
	Relative advantage	25	38.89	35.42	-	-
	Outcome advantage	13.89	28.47	43.75	18.06	4.86
AVERAGE		29.54	36.48	41.79	5.05	1.11
TOTAL POSITIVE RESPONSE		66				

Table 2 indicates that the performance expectancy had five indicators. It is about the students' perceptions of how the use of technology will improve their learning by seeing the benefits or advantages of the applications (Khechine et al., 2016). There was perceived usefulness, extrinsic motivation, job fit, relative advantage, and outcome advantage. The findings prove that the average of strongly agree and agree was 29.54% and 36.48%. The students who got neutral were 41.79%, while those who disagreed that performance expectation influenced their perception of using technology. It could be concluded that the total of the students, who were 66%, had a positive response to their perceptions that performance expectation had some benefits and played an important role in the use of technology in writing Analytical Exposition text skills.

Following the results of the interview with the 2nd student. She/he stated their perceptions on the performance expectations as follows:

There was a lot of information from Quora, but I had to clarify by seeing my topics. I could relate to my group. Canva had many templates, so I could use them easily. (Student 3)

The arguments of the users are facts and logic. Quora provided much information and improved my vocabulary from the experts. Canva has many templates for us to use for digital writing. (Student 8)

Quora gave many sources for learning to find arguments and opinions from others. It is an extremely complete source, all is in Quora. (Student 1)

The third student said that he/she used the Quora social media and Canva apps because a lot of information could be read. He/she also had difficulties choosing whether statements were logical or not. Group discussion is very helpful to clarify his/her statements easily. The eighth student also had the same opinion that the arguments were provided in Quora. They said that the arguments were logic and facts. Other arguments came from the first student that he/she learned many sources from Quora from other users. Canva also contributed to their learning, the third and eighth students stated that it had many templates so that they could use them easily on his/her writing projects.

There were so many arguments that I found new information on my topics. My group would be so much fun because we could choose freely. (Student 10)

Quora offered numerous user arguments, allowing me to easily select the ones I needed. Canva also provided a variety of templates, letting me choose them without any edits. (Student 2)

The benefits of Quora social media made the arguments easy to find. (Student 5)

The other comments or opinions from the performance expectancy, the tenth student stated that the arguments were found on the Quora social media related to their topics, and it was so much fun because they chose freely. The comments were also supported by the second and fifth students, he/she said that Quora offered numerous arguments, and it allowed his/her to easily select the arguments. Meanwhile, Canva also had numerous templates, and they freely chose without any edits.

The application is very effective because I can find the arguments easily. Canva has good design, which has improved my creativity. (Student 6)

I could increase my creativity and effectiveness in my writing. Moreover, I thought ... my learning would be easier and faster because it provided much information. (Student 9)

Other perceptions of the performance expectancy came from the sixth student, who said that the application, such as Quora, was very effective in finding resources and arguments. Canva also increased his/her creativity. Other supporting perceptions from the interview are also from the ninth student. He/she stated that the applications, both Quora and Canva, increased their effectiveness and creativity. Therefore, learning to write an Analytical Exposition text was easier and faster.

Based on the Suki et al. (2017) study, the findings can be illustrated that the performance expectancy highly influenced the students' perceptions of using animation and storytelling as online learning media. It was also

supported by the study Oyewole et al., (2018), the findings revealed a significant influence of the performance expectancy and the use of smartphones for mobile learning in education. Another study, Guillén-Gámez (2024), also examined the relationship between performance expectation and the users' behaviour. The data showed that performance expectations increased for the users' ICT learning, particularly on YouTube.

Table 3.
Effort Expectancy

Variables	Indicators	Results				
		SA	A	N	D	SD
Effort	Perceive ease of use	22.92	43.75	32.64	0.70	-
Expectancy	Complexity	9.26	27.78	34.26	8.33	2.78
AVERAGE		16.09	35.77	33.45	4.52	1.39
TOTAL POSITIVE RESPONSE		51.86				

Table 3. illustrates the students' perceptions of the indicator effort expectancy. Effort expectancy talks about how easily the technology is used to write the Analytical Exposition text. Venkatesh et al. (2003) stated that effort expectancy is considered the students' intention in using technology, and they are helpful. The table can illustrate the result of the students' perception of using Quora social media and Canva apps on their learning writing performance. The indicators were perceiving ease of use and complexity. The average of the effort expectancy reached 16.09% and 35.77%. In this case, the total positive response of the effort expectancy was 51.86%, less than half of the total students in the classroom.

The findings were also supported by the results of the interviews with the students. I took some students to support the findings about effort expectancy. Here is the result of the interview with ten students.

I was really motivated because Quora had many resources, so I did not have to check elsewhere for what I needed. Canva also provided many design templates, so I just chose the type by entering the keywords. (Student 3)

I found the Quora application easy to use, even though it was my first time. Since I am familiar with Canva, I didn't encounter any difficulties while using it. (Student 5)

Really motivated—why? Because I could learn to compose the text and understand its meaning. I was extremely helpful. (Student 7)

The third student stated that he/she was really motivated when using Quora social media to find references related to the topics. It is also elaborated from the fifth student who thought that he/she also found the information, although it was the first time. The seventh student also kept up since Quora social media was very helpful in composing his/her writing performance. Meanwhile, the third students also designed easily by choosing the templates. The fifth student also explained that he/she did not feel difficulties when using the apps to present his/her writing text.

I faced some problems filtering the resources because there is also many good and bad information to support my topics, so I had to be careful. The features were difficult enough for me to access the apps, particularly in Quora, since it was the first time I had used it. (Student 9)

I have difficulties accessing the applications. Quora has a lot of information, but it made me feel difficulties. (Student 10)

The challenges in writing an Analytical Exposition included turning words into sentences. I had difficulties composing my ideas into sentences. I also did not have a good network or internet access. (Student 6)

Other responses came from the ninth student about the challenges of the effort expectancy. He/she said that he/she found it difficult to filter the arguments and opinions because it had good and bad information. He/she also had any difficulties accessing or operating the application because he/she just knew the application. Other statements were also the same as the tenth student. On the other hand, the difficulty was found in the sixth student. He did not know how to compose the ideas and had a poor network to access the internet.

Yes. I had to choose the sources and then had a discussion with my group, and then I used the arguments to write my group topic. (Student 1)

Having discussions with my group was essential to compare the arguments we found on Quora. It is fine when my design is used by other friends, and I had to explain a little about my original project. (Student 3)

I handled the problems by asking my teacher to explain how to construct texts and sentences in logical order and well-connected. So, the text would be well-read. (Student 8)

To have a solution for using technology in their learning and writing texts, the first student discussed with their group to overcome the difficulties. The same statements with the third student that he/she has to discuss with their group, then they will guide more in detail on how to use the applications. Meanwhile, the eighth student needed their teacher to explain how to construct the text and sentences in logical order.

The findings are also in line with the study by Rumangkit et al., (2021), which shows that effort expectancy positively influences the behavioural intention in using ICT. Menon et al., (2023) also suggested that, by using an interview, ChatGPT affected the users' effort expectancy. They perceived that it was easy to use and save time. The study of Oteyola et al., (2021) had moderately accepted the use of WhatsApp/Telegram and their behavioural intention of using technology in online classes. Asare et al., (2016) adopted the UTAUT model to examine the students' perceptions of the use of technology by using E-learning in higher education. The effort expectancy is one of the elements of UTAUT that significantly influences students' behaviour in using E-Learning.

Table 4.
Social Influence

Variables	Indicators	Percentage				
		SA	A	N	D	SD
Social Influence	Subjective norm	25	27.78	27.78	8.34	-
	Social factor	13.20	28.47	50.70	7.64	-
	Images	14.81	39.82	44.44	6.48	0.93
AVERAGE		17.67	32.02	35.03	5.64	0.31
TOTAL POSITIVE RESPONSE		46.68				

Table 4. delivers the social influence of the students' perceptions on using technology in their writing texts. Social influence was about how the students' environment influences their intention to use technology (Raza et al., 2020). In this context, the students' environment, like their peers, classmates, or circles, contributed to and influenced the use of technology in writing performance. Table 4 illustrates the results of social influence, which consists of subjective norm, social factor, and images. The average students were strongly agree (17.67%) and agree (32.02%) with the total students in the classroom. They perceived that their friends affected their intention to use the technology. The total positive responses from the students were 46.68%. It meant that not more than the total in the classroom agreed that social influence had a contribution to their intention to use the applications in writing text, because they thought that Quora social media was the first time they had heard of it.

I motivated myself to learn the applications, particularly Canva; however, I only became familiar with Quora when my teacher introduced it in the classroom. (Student 2)

My close friend and teacher influenced me to use the applications. I need them to manage the applications, as they are incredibly valuable for my learning and writing process. (Student 6)

There are my friends and the environment that encourage me to use the technology. My closest friends also had a high influence on me to use the application. (Student 10)

The interview talked about the students' circle on the use of technology. As a result of an interview with the second student, the teacher introduced Quora as a social media platform in the classroom. The same opinion as the sixth student, he/she needed their friends and group to guide them on using technology since it was the first time they had known it. Their environment also highly influenced their use of the applications in learning to write text.

They said, "Hey, you have to try Canva for your design or other editing." I tried to find it myself in the Play Store or App Store. My teacher also said, "You tried to find Quora for adding resources to find some arguments. It will help you more." (Student 3)

They just suggested to me, "Find the information from the search button, and you can find many resources on the topics." They taught me well, I thought. (Student 7)

She just suggested, "Try to find the arguments by using Quora. It will help you find the arguments from the users." (Student 5)

Furthermore, the other indicator was about how their environment affected them in the use of technology. The third student had statements that the teacher asked the student to introduce Quora social media to find sources. In line with the seventh student, after the teacher had introduced the applications, their group discussed more about how to find the arguments. It was also supported that the fifth student gave the information from the teacher and their group to get the resources.

These findings are also supported by the study Gharrah et al., (2021). It revealed that social influence is statistically significant on the students' social networks for education. Social influence also highly influenced the students' intention to use e-learning in higher education (Astuti et al., 2023). Meanwhile, the result of the study was also supported by Agustina et al., (2018). The research identified that the factor of UTAUT, social influence, had no significant effect on the new technology. Sugandini et al., (2022) also stated that one of the indicators of UTAUT, social influence, did not have a significant use on behavioural intention to adopt E-Learning.

Table 5.
Facilitating Condition

Variables	Indicators	Percentage				
		SA	A	N	D	SD
Facilitating Condition	Perceive behavior control	27.78	52.78	19.44	-	-
	Facilitating condition	26.39	40.28	30.56	2.78	-
	Compatibility	22.23	37.50	33.34	6.70	-
AVERAGE		25.47	43.52	27.78	3.16	
TOTAL POSITIVE RESPONSE		68.99				

Facilitating Condition could be interpreted as the facilities supporting and conditions of the technology used. It can be due to the accessibility and availability of the use of technology (Asrori et al., 2023). Table 5 illustrates that there were three instruments related to the facilitating condition, i.e. perceive behaviour control, facilitating condition and compatibility. The average of the total students was strongly agree (25.47%) and agree (43.52%), so that the total of the positive responses on the facilitating condition was 68.99%. In this case, more than half students of the total number in the facilitating condition supported the use of technology.

My teacher, school, and parents supported me when I learned English using apps because it benefited me. (Student 2)

They strongly supported using the application for writing Analytical Exposition texts. They access their phones for learning, not only English but also other subjects. (Student 6)

My teacher, parents, and school supported me in composing my writing text, so that there were no problems when I learned English by using applications. I thought ... it was an effort to control myself in using the cell phone wisely. (Student 9)

The result of the interview was also supported by the second student, which meant the facilities at school supported the students' use of technology. The statement came from the second student, the teacher, the school, and parents supported using the technology. In line with the sixth student, the school, parents, and teacher strongly supported using the application for writing an Analytical Exposition text. On the other hand, the ninth student also added that the applications also had benefits and were suitable to help the students. It also had a positive effect on the use of technology.

I got new skills to write English text. It made it so easy to compose writing. (Student 10)

It was a very simple design for my final writing, and I also thought Quora made it easy to find the information. In fact, I have to think more to create a writing composition, so it is a bit hard for me to connect one sentence to another. (Student 6)

I had to use a gadget to access Quora and Canva well, but sometimes I can't control my desire to access another application. (Student 1)

For the result of facilitating conditions, the tenth student also had new skills to compose their writing from the use of technology. The other comments were also from the sixth student since he/she knew the skills to compose a writing text from other sentences. While the first student also had to control her/his self to access the gadgets suitably.

The study of Zhang et al., (2022) revealed that the facilitating condition highly contributed to the users' intention to use gamified English vocabulary apps. The findings from Pultoo et al. (2020) revealed that 72% of the respondent perceived the facilitating conditions to their use of technology to enhance learning in the classroom, such as Classe21 in secondary school. It was also supported by the research from Menon (2023), facilitating conditions played a role in the respondents' adoption of the technology. ChatGPT has been used to help them in their academic and work.

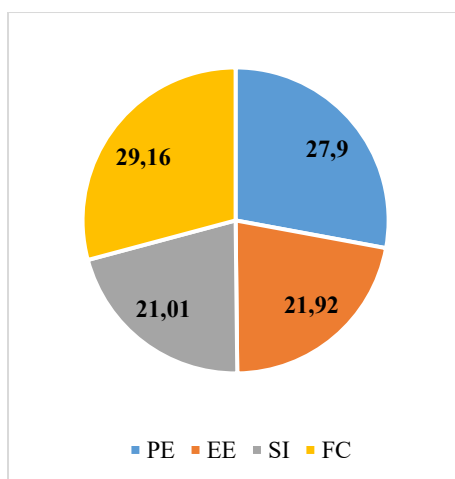


Fig. 1 Students' Perceptions

The above explanations were about the students' perception adopted from UTAUT, which had four elements: performance expectancy, effort expectancy, social influence, and facilitating condition. Each of the elements contributed to the use of the students' perceptions on using technology, Quora social media, and the Canva application in writing an Analytical Exposition text. The performance expectancy had a contribution of 27.9%, effort expectancy 21.92%, social influence 21.01%, and facilitating condition 29.16%. It can be concluded that facilitating conditions had the highest contribution to the students' perceptions of using technology, followed by performance expectancy.

The recent study reported that the unified Theory of Acceptance and Use of Technology (UTAUT), the students' perceptions of using social media or ICT, such as Facebook and Twitter, in education settings had been positively affected and influenced by effort expectancy, performance expectancy, and social influence William (2021). The study by Limna et al. (2022) showed that UTAUT was used to determine the relationship between factors of UTAUT, users' satisfaction, and English learning intention via Netflix (English subtitles). The results showed that the factors of UTAUT correlated with the learner's satisfaction and the outcome of English learning intention via Netflix (English Subtitle). It was also supported by Fatoni et al., (2021), the research analyzed online learning media in English class using UTAUT in Bina Bangsa University. The result revealed that the students utilized online learning media to comprehend their English through the performance of the media and other sources or lectures.

There is also agreement in studies that digital platforms increased collaboration among students. Various digital platforms and educational apps facilitated the students in secondary school students in working together, fostering engagement, critical thinking, and interaction with peers (Oskarita et al., 2024). Bajaj (2024) also

highlighted that digital platforms provide a flexible and interactive learning environment that enhances student engagement. It also showed that collaboration with digital-based learning increased the students' interest (Nurhaliza et al., 2025).

In contrast, some differences emerged in the students' level and preferences. The students at different levels of digital skills were also differentiated in collaborative learning. They played important roles in developing their competencies in the learning process (Kwiatkowska et al., 2022). The students' secondary school also utilized digital learning platforms to improve students' engagement and outcomes. The students got more active on higher levels of engagement to achieve the learning outcomes (Sappaile et al., 2023). Other applications, such as Microsoft Teams and Edmodo, could be used as references for alternative digital platforms to increase students' participation and collaboration in the elementary school (Irhamni et al., 2023).

In some contexts, some students felt that traditional writing tasks ones better than digital platforms. The technique of writing, such as writing-to-learn activities, also had positive effects on the students' writing skills. It represented one of the writing techniques that emerged in response to the growth of the digital era (Kayaalp et al., 2022). Reflective Learning Portfolio (RLP) and Dialogue Journal Writing (DJW) were also writing techniques that could be implemented to increase students' writing skills. The study by Yulianawati et al. (2022) revealed that RLP techniques are better than the DJW technique in teaching writing.

4. CONCLUSION

The survey questionnaire and interview were conducted to determine the students' perception of integrating Quora social media and Canva applications in writing performance. The survey questionnaire talked about their perceptions on using technology, Quora social media, and Canva apps as tools to enhance their writing skills. I adopted the Unified Theory of Acceptance and Use of Technology (UTAUT), which has four variables in the instruments. There was performance expectancy, effort expectancy, social influence, and facilitating condition.

In the previous descriptions, students' views based on UTAUT were the focus, which had four components: performance expectancy, effort expectancy, social influence, and facilitating conditions. All these factors were contributing to students' perceptions on the use of technology, Quora social media, and the Canva application to write an Analytical Exposition text. The involvement of performance expectancy was 27.9%, effort expectancy was 21.92%, social influence was 21.01%, and facilitating conditions were 29.16%. Accordingly, it could be inferred that facilitating conditions had the most significant effect, and performance expectancy was a close second in the way students felt about technology use

Students see these platforms as interactive, accessible, and helpful to students' self-directed learning. Quora enables authentic discussions and perspectives, while Canva supports creativity and presentation skills. Although there are few studies of Quora and Canva being used simultaneously, current research on both Quora and Canva will be helpful in informing us about possible uses on students' writing skills. The use of digital technologies like Quora and Canva also aligns with constructivist theory by being a focus on students' learning by engaging actively and making knowledge through interactions with content and peers. These affordances also enhance digital literacies by providing real-life contexts for students to build critical thinking, creativity and communication skills important for writing analytical exposition texts.

The use of Quora and Canva in educational settings, particularly in supporting student writing, suggests an exciting shift toward using more interactive and visual tools for learning. In theory, students usually like to work with these tools since they generate creativity, critical thinking, and collaboration. Quora, as a knowledge-sharing platform, helps develop analytical thinking by providing students with multiple perspectives and real discussions. Components of Canva, particularly how easy it is to use and the options for creation and design, allow students to create visually appealing outputs, which are useful for the students' creativity and interest in writing assignments. At the same time, Canva enhances visual communication and aids students in organizing and representing their ideas in a more streamlined manner, which aligns with the principles of multimodal education and visual literacy.

In fact, learners find the tools to be creative and fascinating, especially when compared with the traditional textbook-based methods. The classroom environment becomes more active and student-centered, with learners having conversations digitally, sharing ideas and working together to build understanding. Simultaneously, when Quora is used, students seem to be increasingly motivated to write because of the "real-world" ambiguities and the wider audience. They become more conscious of their language, how they organize their arguments, and what they are writing, recognizing that their answers can be read and critiqued by someone who is not their peer.

Despite these advantages, there are also identified drawbacks that include the risk of distraction, overload of information, and the need for a certain level of digital literacy to utilize the platforms appropriately. Moreover, not all students may feel equal confidence in using the tools, which may cause unequal engagement or reliance on Canva templates, possibly limiting creativity. But, if these tools are used and embedded into teaching appropriately, they can participate in substantial increases in student engagement, excitement, or success, especially for activities such as analytical exposition writing that require such critical thinking as well as strong presentation skills.

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