

## The Exploration of Climate Change Issues for EFL Pre-Service Teachers' Composition by Utilizing Canva Application

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### Abstract

Climate change is considered as current information that must be understood by everyone. UNESCO highlights the issue of climate change as an international issue that everyone should be concerned about. Regarding this global issue, UNESCO also puts forward digital literacy involving the ability to use technology, information and communication tools, and involves the ability to learn to socialize, think critically, creatively, and inspire as a digital competition, involving the process of reading, understanding, writing, and composing something as new knowledge or content. Climate change has become a crucial issue to be posed in learning in order that learners, due to their creativity dealing with the issue, could participate in the community. They could not only fully understand the issue, but they also could contribute their products to high school students. This study aimed to elaborate how pre-service teachers make narrative texts using climate change issues to enhance their digital literacy. In other words, students converted issues about climate change available on the internet into narrative texts. To obtain the data, this study used documentation as an instrument to the results of students' critical and creative writings in the form of narrative texts based on climate change in Indonesian context. Data obtained from student documents were analyzed qualitatively by means of transcription, literature study, and documentation. The results of this study were students be able to write narrative texts using issues about climate change on the internet and to utilize Canva application to illustrate the composition as a result for digital literacy.

**Keywords:** climate change issues, EFL students, multimodal composition, Canva application, digital literacy