

**THE EFFECTIVENESS OF CANVA APPLICATION MEDIA TO  
IMPROVE WRITING SKILL OF THE TENTH GRADE  
STUDENTS AT SMKN 1 JENANGAN**

**THESIS**



**By:**

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## ABSTRACT

**Hasanah, Luthfia Uswatun.** 2024. *The Effectiveness of Canva Application Media to Improve Writing Skill of the Tenth Grade Students at SMKN 1 Jenangan.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Dra. Hj. Aries Fitriani, M. Pd.

**Key words:** Canva, application, media, writing

Canva is an online graphic design application that enables users to create various designs, including CV designs, posters, logos, and more. Canva is an online design program that provides various design templates which are used to create learning media, especially in writing. Writing is one of the skills that must be mastered in English. Students need learning media that is current and easy to understand to support their creativity. Therefore, using Canva application media, students are expected to get more interested in improving their writing skill.

This research aims to determine whether there is any significant difference of student's writing skills who are taught by using Canva Application and those who are not at SMKN 1 Jenangan. Furthermore, the significance of the research was expected to be useful information for English teachers, especially in teaching writing. In addition, it can be used as teaching medium to improve students writing skill ability.

This research applied a quantitative approach and used a quasi-experimental design. This research used two classes an experimental group and a control group. The research population was the tenth grade at SMKN 1 Jenangan consisting 72 students. The sample in this research was 36 students in the experimental class and 36 in control class. The researcher used simple random sampling as a sampling technique. The procedures of data collection were test and documentation. And to analyze data, the researcher used the Independent sample t-test formula.

The result showed that the mean of post-test scores of students in the experimental class were 85.5, while those in the control class were 83. The significance score (2-tailed) of the equal variant assumed 0.000 and  $\alpha = 0.05$ . Based on the analysis data and hypothesis testing, the calculation found that the null hypothesis ( $H_0$ ) was rejected, and the alternative ( $H_a$ ) hypothesis was accepted. So from the computation above, it can be concluded that there is a significant effect of Canva Application Media on the writing skills of tenth-grade students at SMKN 1 Jenangan.

P O N O R O G O


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This is to certify that Sarjana's thesis of:

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## LETTER OF AUTHENTICITY

I, the undersigned:

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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that the thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form academic dishonestly, plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo,

Sincerely,

  
Luthfia Uswatun Hasanah

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is the main communication key used by humans to interact with each other. This is a challenge for a teacher to educate students to be more confident in communicating both at school and with the general public. In the 21st century, education has challenges in the era of globalization, where all activities are carried out with modern tools. English is an international language used by both compulsory and foreign populations around people in the world. In Indonesia, English used as a foreign language to learn it and used it as a subject of instruction. Learning English begins in kindergarten, elementary school, junior high school, and senior high school or vocational school. In the 21st century, the term "technology" has become an important issue in many fields including education. Technology has become a highway of knowledge transfer in most countries. The integration of today's technology has been through innovation and transformation of our society that has completely changed the way people think, work, and live.<sup>1</sup>

Teaching English in the current curriculum aims to develop communication skills in listening, speaking, reading, and writing. It also raises awareness of English as a foreign language and its importance as a main

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<sup>1</sup> M Grabe, *Integrating Technology for Meaningful Learning*. Boston MA: Houghton Mifflin, 2007.



learning tool. Additionally, it expands cultural horizons and promotes cross-cultural insights and engagement in cultural diversity.<sup>2</sup>

Learning to write is challenging for high school students, but it is essential for achieving their future goals. Therefore, writing is a compulsory subject in high school, and teachers must provide intensive instruction to help students communicate effectively in written and spoken language. To achieve this, students need a special approach to problem-solving in their writing. Using an appropriate teaching technique will contribute to the success of students' writing ability, resulting in a better writing product.<sup>3</sup>

Writing is one of the skills that must be mastered in English. In that case, students need to apply the process of finding a topic to write their own words, so they can brainstorm ideas on that topic. In this case, students need to think creatively and be able to use their mindset to express their mindset. After that, students try to make their concepts to start writing sentences and paragraphs and develop them into interesting topics to read. When they find an error, they have to revise it. Next, students have to make proof in writing and make it correctly. In this case, students must ensure all complete sentences, spelling, capitalization, correct punctuation, and word changes that are not used correctly. The last step is to upload the text they made in the form of a poster.

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<sup>2</sup> Sundayana Wachyu, *ESP Material Development. Pedoman Umum Pembelajaran Bahasa Inggris Di SMA*, 2021.

<sup>3</sup> Sumardi Hanna S, "Senior High School Students' Problems in Writing a Preliminary Study of Implementing Writing E-Journal as Self-Assessment to Promote Students' Writing Skill," *English Language and Literature International Conference (ELLiC) 2* (2018): 2.



Therefore students need learning media that is current and easy to understand to support their creativity.

Learning media has three roles: intentionality, communication, and memory/storage. Canva is a tool loaded with features and functionality that is easy enough to use so that anyone can create tons of great content to share. So, Canva can be used to learn written English.<sup>4</sup>

Canva can be used to create learning materials. Canva has two functions: as a supplement to make it easier for teachers to create learning media and to improve the online learning process, and as a substitute that improves learning media effectively, is easily distributed to students, and can help with technological needs.<sup>5</sup>

Canva is a high intuitive graphic design tool that employs a simple, yet effective drag-and-drop interface. Its vast library of millions of photos, graphics, and fonts make it an invaluable resource for creating visually stunning content.<sup>6</sup> Additionally, Canva provides a comprehensive range of photo filters, free icons, and hundreds of fonts, giving users the ability to customize their projects to their exact specifications. Its versatility makes it an ideal choice for language classes and the creation of authentic materials.

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<sup>4</sup> Matt Mansfield, *What Is Canva and How Do I Use It For My Business*, 2015.

<sup>5</sup> Anwar Elsa, "The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand," *Journal of English Teaching, Literature, and Applied Linguistics* 5 (2021): 62–69.

<sup>6</sup> Brendon V. Ridge, "The Advantages of Utilizing Canva as a Design Tool," 2023.

Canva have many purposes, including generating concrete ideas, motivating students, directing interest, repeating information, recalling previous knowledge, and making learning effective.<sup>7</sup> Canva is a tool that can turn abstract ideas into concrete sitemaps with just a few clicks. Additionally, it can create a positive learning environment that affects students' concentration, memory, and attitude. When students feel good about their situation, they are more willing to engage in the learning process. Teachers use Canva's features to create learning materials, and researchers are using it to improve students' language and thinking skills through mastering English skills via the Canva application.

The writing process must be applied in the teaching and learning process, especially for teaching students to write. Tenth graders should be able to write several types of text. One of them is descriptive text. These texts aim to describe people, things, places, and animals based on available information, which can be difficult due to the need to master structural elements such as general classification and description, using good sentences in the present tense.<sup>8</sup> Developing writing skills is crucial for second language students, and teaching it is central to a good language teacher's expertise. However, success depends on context and teaching views, encouraging teachers and researchers to explore writing's purpose and how it can be taught in different contexts. The

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<sup>7</sup> E Smaldino S, *Instructional Technology and Media for Learning* (New York: Pearson, 2015).

<sup>8</sup> O S Djuharie, *Genre Text* (Bandung: Yrama Widya, 2008).

author proposes teaching techniques to motivate and encourage learning, combining media with appropriate teaching methods.

Most students often have difficulty when their teacher asks them to write. One of the reasons it's hard for them to write is that sometimes they don't know what they're going to write because of their lack of experience, vocabulary, and ideas. For this reason, teachers wish to make writing a more enjoyable activity to make it easier for students to write and enjoy writing, especially descriptive text.

There are several problems by students in writing descriptive text. First, they have a limited vocabulary that will be used to write descriptive text. Second, students have limitations in organizing descriptive text. They mostly do not start the text of the description with the correct purpose or objective. The teacher found that the students immediately wrote the report text without attaching the goals. Third, they often make mistakes in the language features of the descriptive text. The five limitations of the internet in schools and rooms that do not support internet access make students less enthusiastic about designing at Canva, so most of them choose to do it at home.

Teaching students to write English sentences is not an easy task. In teaching writing, helping learners achieve their goals, motivating writing by choosing appropriate texts, designing useful writing tasks, establishing effective teaching processes, it's the teacher's responsibility to provide an environment that encourages good writing and supports writing practice. In the classroom, teachers should determine the purpose of writing. It's about writing

and providing information for fun. If you write as a hobby, the subject of the sentence is free. Also, if the purpose of writing a text is to provide information, the subject on which the text will be written should be prepared before the teacher teaches the writing class. When teaching writing, teachers should prepare interesting teaching methods and writing media to bring more joy and fun to students as long as they learn to write.<sup>9</sup>

Nowadays, technological developments are increasingly rapid and advanced, everyone is expected to understand technology as a support for all existing activities, as well as in the realm of education. Teachers and students can take advantage of technology-based learning media, one of which is the Canva application. Canva is an online-based application that provides attractive designs in the form of templates, features, and categories provided in it. Various and attractive designs, it makes the learning process not boring. Canva offers various graphic designs such as infographics, PPTs, resumes, flyers, posters, etc. Canva makes it easier for teachers and students to carry out technology-based learning process activities while improving skills, creativity and other benefits. By using the Canva application, teachers can teach students knowledge, creativity, and skills so that this media can also be used in various areas of life.

Writing is used by students to note or record, convince, report or inform, and influence. The aims and objectives of writing can be achieved well by

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<sup>9</sup> Ami Wijaya, *Interview Result*, 2023.

someone who can organize ideas, thoughts, arguments, and express them clearly. This clarity depends on the reasoning, organization, language, spelling, and punctuation used.<sup>10</sup> However, SMKN 1 Jenangan is a school that focuses on skill programs or it can also be called a vocational school. This makes students less interested in learning English because they practice more in the workshop. Students consider English lessons as a subject that is difficult to understand and pronounce. When doing assignments, there are still many students who are still not fluent in reading and have many difficulties in writing. So it takes extra energy to raise the spirit of students in teaching. In this case the researcher will test students using Canva as a learning medium.

In this study, researchers want to apply the digital poster Canva as a medium for teaching students to write. The benefits of using Digital Poster Canva are: A colorful and engaging learning medium that accommodates different learning styles and creates a more stimulating and interesting classroom environment. One type of short functional text that can be communicated using Digital Poster Canva is Descriptive text.

Based on the explanation above, the researcher is interested to conduct a case study research entitled: “The Effectiveness of Canva Application Media to Improve Writing Skill of The Tenth Grade Students at SMKN 1 Jenangan Ponorogo”.

## **B. Identification of the Problem**

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<sup>10</sup> Setyawan Pujiono, “Basics Concept of Writing,” *Journal UMY* 4 (2017).

Writing is one of four basic language skills and it is very important in teaching and learning English. Students often get difficulties when they are asked to write their ideas in English, because as we know English in the context is not our first languages. Second language learner will need quite a long time to create an idea in writing something. Oshima and Hogue also agree that academic writing is not easy. Moreover, they explain that writing is an academic writing needs a lot of study and practice in order to develop learners' writing skill.<sup>11</sup>

According to interview that conducted by the researcher to one of teachers at SMKN 1 Jenangan, Ponorogo. The researcher found some problems that can be researched:

1. There are still many students who do not understand English grammar, vocabulary, and pronunciation. Grammar is still a difficult material to understand because it has many structures.
2. Students need those to develop their language skills, including writing skills.

### **C. Limitation of the Study**

In this study the researcher will focus on teaching in the tenth grade software engineering at Vocational High Schools 1 Jenangan. This research focuses on improving students' writing skills using the Canva media

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<sup>11</sup> Oshima Hogue, *Introduction to Academic Writing: Second Edition*, Wesley Lon (New York, 1999).

application. The research class will follow, but this research will use two classes, consisting of 72 students.

#### **D. Statement of the Problem**

Based on the background study above, the problem of the research as follows:

Is there any significant difference of student's writing skills who are taught by using Canva Application and those who are not?

#### **E. Objective of the Study**

To find out the significant difference of using Canva Application to improve the students' writing skills at tenth grade Software Engineering SMKN 1 Jenangan.

#### **F. Significance of the study**

##### **1. Theoretical Significance**

This research will give some useful about writing creative use Canva application for students. This research is expected to be used as a reference for other researchers to conduct a research in Teaching and learning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers.

##### **2. Practical Significance**

- a. For English Teachers, as an aid to their teaching materials to improve the learning process. Help find effective methods for their teaching and learning process.



- b. For students, students are expected to be able to take advantage of research as a research subject. They are able to learn to improve their writing skills and increase their creativity in composing words.
- c. For future researchers, it can be used as a research reference using the same method or changing it for the better and up to date.

### **G. Organization of the Thesis**

The researcher writes this thesis in five chapters, these related one to another. The organizations of thesis are:

Chapter 1: Introduction. The chapter contains an overview of the problems to be discussed. This introduction consists of six sub-chapters, namely background of the problem, identification of the problem, limitation of the study, research objectives, research benefits, and thesis systematics.

Chapter 2: Theoretical of Framework. Explaining the theories and concepts according to experts that support a scientific research based on the theory that is relevant to the thesis title

Chapter 3: Chapter three, contains Research Methods which include Time and Location of Research, Types and Approaches, Research Objects and Subjects, Data and Data Sources, Data Collection Techniques, Data Validation, Data Analysis, Writing Systematics and Research Constraints.

Chapter 4: Research Findings. This research is quantitative in nature where the resulting data will be in the form of numbers.

Chapter 5: Conclusion. The contents in the authorship include a conclusion and suggestion section followed by an appendix. The authorship of

the conclusions themselves must at least include the research methods used, literature review, researched results.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Theoretical Background

##### 1. Canva Application Media

###### a. Definition

Canva is an online graphic design application that enables users to create various designs, including CV designs, posters, logos, and more. This application is especially suitable for beginners, as its user interface is user-friendly and easy to navigate.<sup>12</sup> Nonetheless, some individuals may still face difficulties using Canva. This is because the application offers many features that require proper comprehension to use effectively.

Canva is an online design program that provides various design templates which are used to create learning media.<sup>13</sup> Teachers find Canva to be a popular application for creating learning media. The numerous interesting template features make it possible to design learning media creatively. This results in more communicative and visually appealing learning media which can attract students' attention. Canva offers various graphic designs such as infographics, PPTs, resumes, flyers, posters, etc. Canva makes it easier for teachers and students to carry out technology-

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<sup>12</sup> Adieb Maulana, "How to Use CANVA Application," 2023.

<sup>13</sup> Haris Budiman, "Peran Teknologi Informasi Dan Komunikasi Dalam Pendidikan," *JAL-Tadzkiyyah: Jurnal Pendidikan Islam* 8 (2017).

based learning process activities while improving skills, creativity and other benefits.

Media comes from the Latin *medius*, which means middle, intermediary, and introduction. Therefore, media can be interpreted as an introduction or conveying a message from the sender to the recipient of the message. In conclusion, media is a container for messages that the source wants to transmit to the target or recipient of the message, the material received is an instructional message, and the goal achieved is the achievement of the learning process.<sup>14</sup> From the limitations above, media is a means of transmitting messages from sender to recipient to facilitate an optimal learning process by engaging students both emotionally and intellectually.

Educational tools can be classified into two categories. The first category is the educator's actions, which is usually referred to as software. It includes various elements such as advice, examples, prohibitions, commands, praise, warnings, threats, and punishments. The second category is the objects used as tools, which can be referred to as hardware. This category includes items such as study tables, chairs, blackboards, erasers, chalk, books, maps, and overhead projectors, among others.<sup>15</sup> When selecting educational tools, it is important to consider several factors. These include the goals that need to be achieved, the intended user

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<sup>14</sup> Nizwardi Ambar, *Media and Learning Sources* (Jakarta: Kencana, 2016).

<sup>15</sup> Arsyad Azhar, *Learning Media* (Jakarta: PT. Raja Grafindo, 2020).

of the tool, the target audience, and the effectiveness of the tool without any negative impact.

Learning is the process of interaction between students, educators or teachers, and learning resources in a learning environment.<sup>16</sup> It involves exchanging information and conscious effort from teachers to help students learn well. This effort should result in changes in behavior in students, leading to the acquisition of new abilities that take effect within a certain time. Learning can be done face-to-face or indirectly using learning media.

According to the National Education System Law No. 20 of 2003, learning is a process of interaction between students, educators, and learning resources in a learning environment.<sup>17</sup> It is essentially a communicative and interactive process between all the stakeholders involved in the learning process. The main goal of learning is to achieve educational objectives by providing guidance and assistance to students in carrying out the learning process. Learning media is defined as any tool that can be used to transmit messages and achieve learning. It is a tool that facilitates the learning process both in and out of the classroom.

Learning media can be considered as a component of learning resources that provides instructional material in a student-friendly

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<sup>16</sup> Nevrita, "The Use of Learning Media by Junior High School Teachers of Science in Tanjungpinang and Bintan" 2 (2018).

<sup>17</sup> *National Education System Law*, 2023.

environment to encourage students to learn and stimulate their interest in the learning process. Learning media is a tool that helps in the learning process by channeling information or messages and encouraging students to engage in specific conditions to achieve learning objectives.<sup>18</sup> The use of learning media is crucial for effective learning as it can enhance students' engagement and ultimately improve learning outcomes. Canvas learning media, in particular, has been shown to increase students' interest in learning, thus improving the effectiveness of the learning process and positively impacting student learning outcomes.

#### **b. The Learning of Media Selection Criteria**

To ensure that the teaching and learning process is influenced positively by quality learning media, it is essential to carefully choose and plan the use of appropriate and effective learning media. The right selection of learning media ensures that it is effectively utilized and not wasted. The criteria for selecting good learning media should be based on the concept of learning media as an integral part of the entire teaching system.

Several criteria need to be taken into consideration when selecting good learning media.<sup>19</sup>

- a) The media should be chosen based on the instructional objectives and should ideally refer to at least two of the three domains

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<sup>18</sup> Fitria Fita Larasati, "Penerapan Media Pembelajaran Google Drive Dalam Pembelajaran Bahasa Indonesia," *Jurnal Penelitian Pendidikan Bahasa Indonesia* 2 (2017): 142.

<sup>19</sup> Muall, "Free Online Learning Based On Rich Internet Applications: The Experimentation Of Critical Thinking About Student Learning Style," *Journal of Physics: Conference Series*, 2018.

cognitive, affective, and psychomotor. Additionally, the chosen media should be adjustable to the student's abilities and needs to effectively explore the content of the material.

- b) Another important consideration is practicality, flexibility, and durability. Learning media that is simple, easy to use, affordable, and can be used continuously should be preferred.
- c) It is also important that the teacher is able and skilled in using the learning media, as the value and benefits of learning media are largely determined by the teacher's skills in using it. These skills can later be passed on to students so that they are also able to use the chosen learning media proficiently.
- d) The condition of the students should also be considered when selecting learning media. The media should be adapted to the student's psychological, philosophical, or sociological condition, as media that is not appropriate to the student's condition will not help in understanding the learning material.
- e) Lastly, availability is a significant factor as media is a teaching and learning tool that is needed to meet the needs of students and teachers. Even if the media is ideal for achieving learning objectives, it cannot be used if it is not available.



Learning media plays a crucial role in the educational context and has several significant objectives, which are listed below:<sup>20</sup>

a) Enhancing Student Engagement

Interesting and diversified learning media can boost students' participation and engagement in the learning process. Visual or interactive media can make learning more enjoyable and prevent boredom.

b) Improving Comprehension of Concepts

Learning media can assist in explaining complex or abstract concept. Through visualization, graphics, or animation, these concepts can be illustrated more clearly and understood effortlessly by students.

c) Enhancing Memory

Stimulating learning media can help enhance students' memory. Information presented in various ways, such as through images or audio, is easier to remember than just plain text.

d) Encouraging Collaborative Learning

Certain types of learning media, such as group presentations or media-based projects, can encourage students to work together in team and collaborate in comprehending and applying the material.

The selection of learning media is a crucial step in the learning process as it affects the outcome of the learning experience. The

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<sup>20</sup> *Ibid*, 13.

accuracy of media selection should follow certain principles. Several principles need to be considered when selecting learning media.<sup>21</sup>

- a) The principle of effectiveness and efficiency in learning is important to measure the success of learning in terms of achieving the objectives after the learning process. The media used should be easy to use and cost-effective while also obtaining the desired results within the given time frame.
- b) The principle of students' level of thinking should be taken into account while choosing media for learning. The media should serve as a tool to motivate learning, clarify complex and abstract concepts, and make them easier to understand. The media chosen should align with the developmental stages of students, including cognitive, affective, and psychomotor.
- c) The principle of interactivity should be considered while selecting media for classroom learning. The more interactive the media is, the better it is for learning as it encourages students to participate actively in the learning process. The chosen media should facilitate student interaction, which motivates them to learn.
- d) The availability of learning media is another important factor to consider as the absence of media can hinder the planned learning process and make it hard to achieve the desired goals. Therefore, the

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<sup>21</sup> *Ibid.* 14.

media selected should be available or provided for effective learning.

- e) The teacher's ability to use the learning media should be considered while selecting media for learning. The media should be easily operable by the teacher and aligned with their abilities, including enrichment, use, or operation of the media. The teacher's skills in using media should be taken into account to ensure effective and efficient implementation.
- f) Time allocation is crucial for effective learning. Teachers have a lot of duties and complex curriculum demands that make time a limited resource. Therefore, the use of learning media should be effective in achieving the learning objectives and relevant to the subject matter.
- g) The flexibility of the learning media chosen by the teacher is essential for teaching and learning activities in the classroom. The media should be flexible enough to be used in various situations, conditions, places, and times.
- h) Lastly, safety is vital when choosing learning media. The teacher should ensure the media used is safe and not harmful to students.

### **c. Purposes of Canva Application**

Canva learning media offers many benefits for students, such as improving their writing skills when it comes to "Descriptive text". By assigning students to create descriptive text about their idols, they can

achieve the 4Cs through the various activities involved in the task. The process of making a poster involves several stages, beginning with understanding the character of the chosen idol. Then, students must decide how to convey this information through writing and image selection. Finally, they must ensure that the text and images are arranged in a way that makes the descriptive text understandable to readers, using Canva to assist them in this endeavor.

The stages described above will have an impact on the achievement of the 4Cs:<sup>22</sup>

a) Critical Thinking

Students will engage in analysis activities to interpret and evaluate messages and images. They will use their understanding to create a template in Canvas.

b) Creativity and Innovation

Creating descriptive text requires intelligence in arranging and sorting words and sentences. It also requires creativity to explore shapes, patterns, and colors within the text.

c) Collaboration

Students will work in groups to complete the task. This activity will provide them with skills to live together in society while learning to understand each other as individuals.

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<sup>22</sup> Peiqi Yu, "A Case Study of Interdisciplinary Thematic Learning Curriculum to Cultivate '4C Skills,'" *Research Gate*, 2023.

d) Communication

Using Canva to create descriptive text allows for visual expression of ideas. Students will present their designs, developing skills in communication and self-confidence.

**d. Characteristics of Canva Application**

Several characteristics of Canva as following in bellow:<sup>23</sup>

- 1) Canva has a wide range of attractive graphic design templates, which can be used to create engaging learning media.
- 2) With its drag and drop feature and many functions, it can also train teachers to be more creative in their designs.
- 3) By creating learning media, teachers can save time and students can re-study the material at any time.
- 4) Designing learning media can be done easily using a cellphone or laptop.

**e. Components of Canva Application**

Canva offers several free features that can help you enhance your designs. Here are some of the free features that Canva provides:<sup>24</sup>

- 1) 250,000+ Free Templates

Canva provides over 250 thousand templates for different types of visual content, such as website banners, presentation slides, social

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<sup>23</sup> Fahrur Rozi Putra Afiandi, "Using The Canva App as A Media Horizontal Thematic Learning (Art, Science and Language) in Elementary School," *Europen Union Digital Library* 1 (2022).

<sup>24</sup> Pelangi G, "Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia Jenjang SMA/MA," *Jurnal Sasindo UNPAM* 8 (2020): 79–96.

media content (Instagram, Facebook, YouTube), posters, info graphics, and many more.

## 2) Hundreds of Illustrations and Icons

Canva offers hundreds of design elements, including illustrations and icons, for free. These design elements come in 2D, 3D, and even GIF formats.

## 3) 5 GB Storage Capacity

Canva is the only design application that provides 5 GB of storage capacity for free. This feature is essential to enable users to save their creative designs. By saving the designs, so don't need to create them from scratch every time, and easily make adjustments to the existing design.

## 4) Customizable Text

Canva allows you to customize text with various fonts. You can add text and change fonts according to the theme used when creating the design. There are hundreds of free fonts that choose from. The text not only for sayings like the example in the image above but also for adding important information to call-to-action (CTA) sentences to invite readers to take action, such as buying, watching video testimonials, registering, and so on.

## 5) Various Background Choices

Canva provides various choices of images and color tones for background, making the design more lively and interesting. And

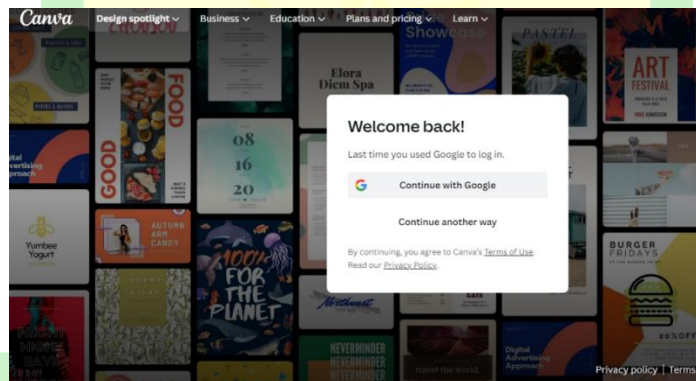
then, adjust each background used, such as adjusting the contrast, increasing the color intensity, and adjusting the transparency of the selected background.

## f. Procedures of Using Canva Application

Here is a step-by-step guide on how to create a design in Canva:<sup>25</sup>

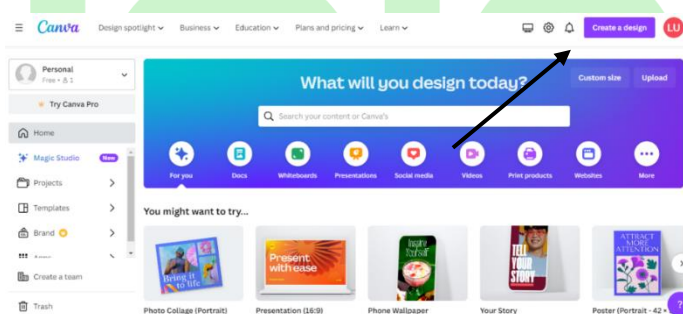
### 1) Log in to your account.

To start creating a design, make sure you log in to your Canva account first.



### 2) Click 'Create a design' button.

Once logged in, click the 'Create a design' button. This will give the access to a variety of design templates that you can choose from.

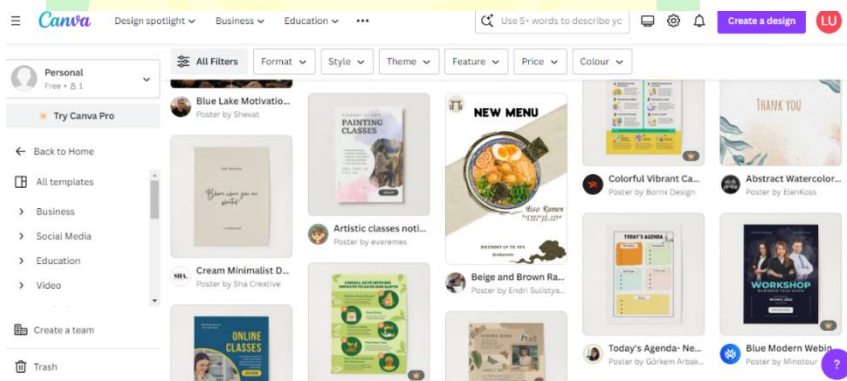


<sup>25</sup> <https://www.canva.com/help/sign-up-log-in/>, diakses pada 2 Februari 2024



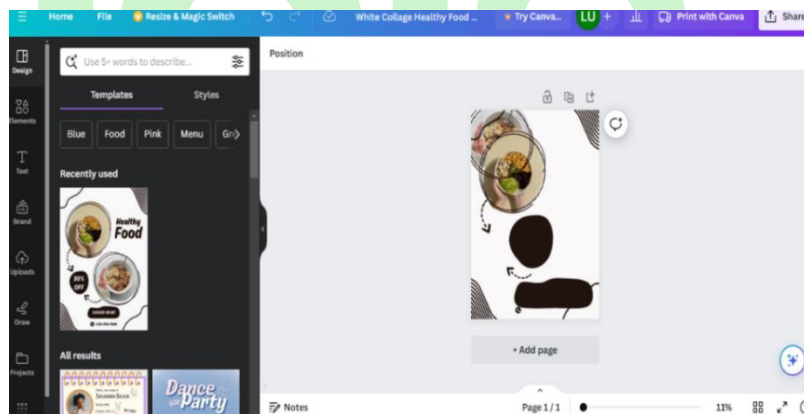
### 3) Choose a template.

Canva offers a wide range of professional templates for different types of content. You can easily choose a template that suits your needs and preferences. For instance, if you want to create a blog banner design, you can choose from the templates that Canva offers. Choose poster templates.



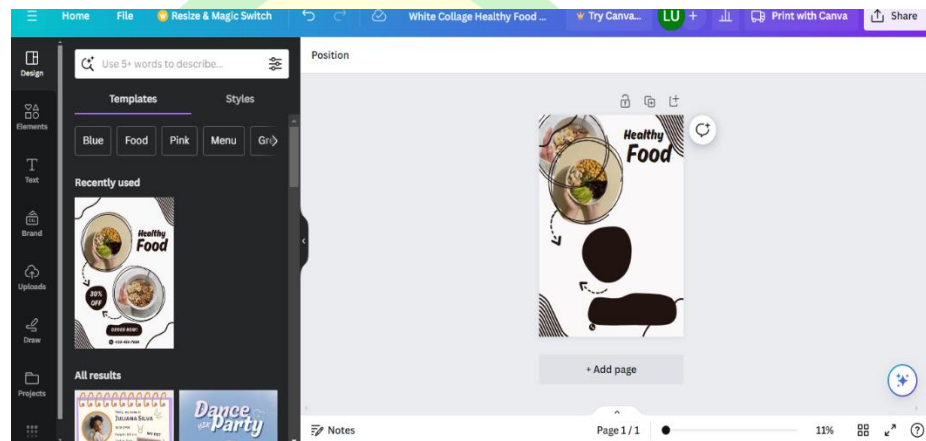
### 4) Add photos.

To add a unique touch to your design, you can add photos to it. Canva provides a collection of photos that you can use for free. You can also search for millions of other photos by using certain keywords. However, some photos are only available for Canva Premium accounts.



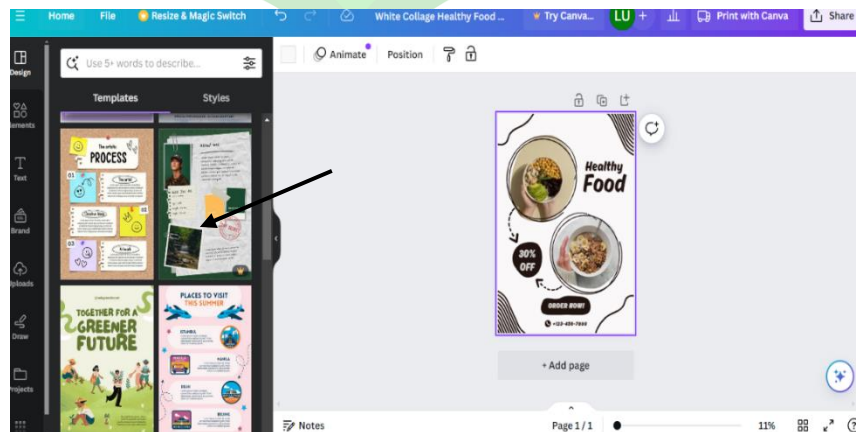
5) Add text.

Aside from adding photos, you can also add text to your design. Simply click on the 'Text' option on the left side of the screen and choose the font that you like.



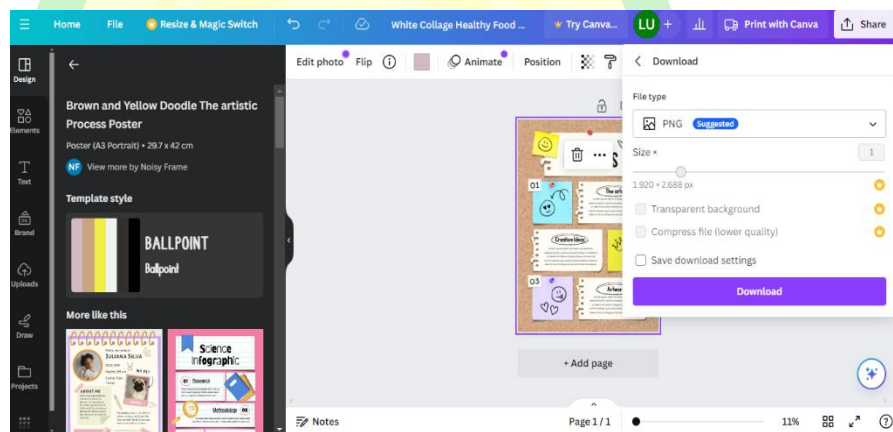
6) Apply filters and adjust the image.

To enhance the colors and overall look of the design and use filters and adjust the image. Canva offers a variety of filters that you can choose from. You can also adjust the image's brightness, contrast, saturation, hue, and more.



## 7) Share or download the design.

Once you're done designing your project, you can share it with others by clicking on the 'Share' button and entering the recipient's email address. Alternatively, you can download it by clicking the 'Download' button next to your design. The design will then be saved to the computer.



## 3. Writing Skill

### a. Definition

Writing is a way of communicating messages and information to others through written language.<sup>26</sup> It is a creative process of conveying ideas in written form. Writing is a means of conveying messages through written language. From these definitions, we can conclude that writing is a form of verbal communication that uses written media to convey information to readers. Writing is a powerful tool that utilizes visual media

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<sup>26</sup> H Douglas Brown, *Teaching by Principle*, Second Edi, 2000.

to showcase the grammar and graphical system of spoken language. It is one of the four core competencies and involves generating sentences as examples of its usage. However, the way English is taught often undermines this argument by treating grammar and language structures as equals. Studies have shown that language composition is complex and multifaceted. Writing is an active process that allows teachers to bring words, phrases, and sentences to life.

Improving writing skills requires practicing and repeating the process. If teachers understand the writing process, they can teach effective strategies and enhance their students' writing abilities in an educational setting. Studies in Karachi revealed that primary level students often struggle with writing skills, and teachers don't always use proper writing processes. Therefore, this study aims to identify composition writing challenges and suggest strategies to foster creative writing skills in students.

Writing is highly valued in all educational institutions. During instruction, educators often notice that some students are better at expressing their ideas through writing compared to others. This is due to the fact that writing is a skill that some students excel in more than others. As we all know, writing is an essential ability, particularly in environments where English is taught as a second language. When students are taught to master specific writing genres, the significance of writing as a skill is emphasized. Teachers play a critical role in guiding students during the

writing process.<sup>27</sup> In educational settings, teachers must focus on meeting the growing needs of their students, fulfilling parents' expectations for their children to write in English, and meeting school requirements. To enhance creative writing skills, this study was conducted.

In their journal on "Instructional Technology and Media for Learning" in the classroom, Smaldino et al. discuss the various uses of Canva. This tool can serve multiple purposes, such as making abstract ideas more concrete, motivating students, giving direct attention, repeating information, recalling previous knowledge, and reducing the effort required for learning.<sup>28</sup> Canva application was believed to be a valuable tool that can quickly move from an abstract idea to a concrete site map. Moreover, it can create a positive learning environment through any provided facilities, thus affecting the concentration, memory, and attitude of the students.

According to the book "Second Language Writing" by Hyland, the process of writing involves several stages such as selection, pre-writing, composing, drafting, editing, proofreading, evaluation, publishing, and follow-up tasks. This process helps students to develop their ideas and convey them effectively. To achieve this, language teachers should not only teach English but also simplify the writing process for their students.

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<sup>27</sup> Bonilla Lopez, "The Differential Effects of Comprehensive Feedback Forms in the Second Language Writing Class," *Language Learning* 3 (2018): 68.

<sup>28</sup> Smaldino, *Instructional Technology and Media for Learning* (New York: Pearson, 2015).

Therefore, appropriate learning materials for writing should be introduced in EFL classes to improve students' writing skills.

According to "The Teaching Knowledge Test Course" by Spratt, Pulverness, and Williams, writing and speaking are productive skills that involve creating language instead of just receiving it.<sup>29</sup> Therefore, when students learn writing skills, they are expected to be able to compose a message or text to communicate with others. However, writing requires specific abilities as it is a product of written language. The process of thinking, drafting, and revising are necessary to produce written products, and not all individuals possess these skills naturally. It is evident that mastering writing skills is not an instant process. It requires a step-by-step approach to develop this ability.

Walter's book "Teaching English Language Learners" highlights the immense opportunity that teachers have to positively impact the lives of their students.<sup>30</sup> Starting from the first day, providing good examples and encouraging positive interactions can help create a positive classroom environment. In this way, teachers play an essential role in the process of teaching and learning. They can act as motivators, inspiring students to generate ideas and demonstrating the value of activities while encouraging them to put forth their best effort for maximum benefit.

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<sup>29</sup> M Spratt, M, Pulverness, A and Williams, *The Teaching Knowledge Test Course* (Cambridge: Cambridge University Press, 2005).

<sup>30</sup> Teresa Walter, *Teaching English Language Learners*, 2nd ed. (Aylon & Bacon, 2018).

## b. Purpose of Writing

When someone writes, they typically have a specific goal in mind.<sup>31</sup> This goal is closely tied to the ideas or information that they want to convey through their writing, as well as the response they hope to receive from their reader. The purpose of writing is usually determined before the actual writing begins, during what's called the pre-writing stage. Generally speaking, there are six broad purposes for writing: to inform, to persuade, to express oneself, to create something, to entertain, and to solve a problem. The writer's intention is the response or answer they hope to receive from their reader.

Tarigan's summarizes the purposes of writing into seven categories:<sup>32</sup>

- a) Assignment purpose: writing something because it is assigned, not of one's own accord.
- b) Altruistic purpose: writing to please readers.
- c) Persuasive purpose: writing to convince readers of the truth of the ideas expressed.
- d) Informational purpose: writing to provide information or enlightenment to readers.

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<sup>31</sup> Amalia Ali, "Ali, Amalia. Spelling Writing Error Analysis in Notification Essay Of Elementary Students," *Jurnal Prima Edukasia* 2 (2020): 177–87.

<sup>32</sup> Henry Guntur Tarigan, *Menulis Sebagai Suatu Ketrampilan Bahasa*, Revisi (Bandung: Angkasa, 2013).



- e) Self-expressive purpose: writing to introduce or express the author's self to the reader.
- f) Creative purpose: writing to achieve artistic values.
- g) Problem-solving purpose: writing to solve a problem.

Based on the opinions above, it can be concluded that the main purpose of writing is to convey information to readers through the written text.

### c. Components of Writing

To write good sentences, researchers need to use certain components that can help students control their writing. These components include content, organization, language use, vocabulary, and mechanics.<sup>33</sup>

#### a) Content

This is the substance of writing and the main idea that a writer presents in groups of related statements. The goal of a content paragraph is to convey ideas rather than fulfill special functions like transition, restatement, or emphasis.

#### b) Organization

This refers to the logical organization of the content to create coherence. Even in early drafts, a writer may still be

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<sup>33</sup> Harni, "Developing Writing Skill of Grade VIII Students through Personal Letter," *Journal of English Language Teaching Society* 4 (2016): 4-5.

searching for order and working to bring the particulars of their subject in line with their purpose.

c) Vocabulary

Suitable word selection is crucial in teaching a language.

Vocabulary refers to the words that are used to express ideas clearly and directly, with clarity as the prime objective.

d) Grammar

A writer must have knowledge of grammar to make their language communicative to a variety of readers from different situations.

e) Mechanic

This refers to the use of conventional graphics of the language, including arranging letters, words, and paragraphs using knowledge of structure, as well as paying attention to punctuation and applying sentence structure.

**d. The Process of Writing**

The writing process is comprised of five stages: prewriting, drafting, revising, editing, and publishing.<sup>34</sup> Learning the writing process is crucial for students because it allows them to communicate their ideas, knowledge, and emotions effectively. As students

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<sup>34</sup> Garth Sundem, *Improving Student Writing Skills* (Cambridge: Shell Education, 2006).

understand the writing process better, they become more proficient in expressing themselves.

The writing process involves several stages that lead to a successful outcome. These stages are:

1) Prewriting

This stage involves activities that take place before writing. The writer determines the topic to write about, considering whether it is interesting to the reader or not.

2) Drafting

This stage involves preparing a rough draft where the writer prioritizes the content over the writing structure. All thoughts, ideas, and feelings are expressed in writing.

3) Revision

This stage involves improving the draft by adding or subtracting information, adding supporting details, sharpening the writing formulation, changing the order of ideas, and eliminating irrelevant information. The writer aims to perfect the finished draft to ensure that it remains focused on the goal.

4) Editing

At this stage, the writer reviews the rough draft to identify errors and weaknesses. The writer follows the writing purpose, potential readers, and publishing criteria to ensure accuracy.

5) Publication

The final stage involves publishing the writing through various possibilities such as sending it to publishers, magazine editors, or sharing it with various readers.

#### e. **Types of Writing**

There are various types of writing activities, as explained by Brown.<sup>35</sup> The first type is copying, which involves learning to write basic letters, words, or sentences to understand spelling rules. The second type is intensive or controlled writing, where students use relevant vocabulary in a context or showcase grammar skills. For instance, students may rewrite a paragraph read by the teacher or create a story using guiding questions after watching a video. The third type is independent writing, where students write for themselves only, such as in a diary or by taking notes from the teacher. Scientific writing is the fourth type, which involves exercises with short answers, essays, or research reports. Finally, authentic writing is the fifth type, which aims to convey a message to the reader. Examples include writing scientific information, letters, filling in blanks, or writing on postcard.

There are various ways to categorize different types of writing.

<sup>36</sup>These differences can be observed in the form, presentation method, and writing motifs. Based on the traditional classification, writing is

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<sup>35</sup> Brown H and Lee H, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Pears on Education, 2001).

<sup>36</sup> Siti Fatimah, "Using Outlining Strategy In Essay Writing For Elt Students'," *Journal BASIS* 8 (2021): 143–44.

divided into five categories, namely narrative, description, exposition, argumentation, and persuasion. Each type of writing has distinct characteristics.

**f. Scoring Writing**

The following rating scale is the result of considerable and careful research conducted on the scoring of composition in the United States. It has been adapted from Heaton's work (1988:146).<sup>37</sup>

**Table 2. 1 Scoring of Writing**

Categories	Scoring	Criteria
<b>Content</b>	30-27 Excellent to very good	Knowledge, substantive, etc.
	26-22 Good to average	Sure knowledge of subject, adequate range, etc.
	21-17 Fair to poor	Limited knowledge of subject, little substance, etc.
	16-13 Very poor	Does not show knowledge of subject, non-substantive, etc.
<b>Organization</b>	20-18 Excellent to very good	Fluent expression, ideas clearly stated, etc.
	17-14 Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10 Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7 Very poor	Doesn't communicate, no organization, etc.
<b>Vocabulary</b>	20-18 Excellent to very good	Sophisticated range, effective word/ idiom choice and usage, etc.
	17-14 Good average	Adequate range, occasional errors or word/ idiom form, choice, usage but meaning not obscured.
	13-10 Fair to poor	Limited range, frequent errors of word/ idiom form, choice, usage, etc.
	9-7 Very poor	Essentially translation, little knowledge of English vocabulary.
<b>Language use</b>	25-22	Effective complex constructions, etc.

<sup>37</sup> Ayu Santi, "Assessment Rubric Design for Students' English Problem-Solution Short Essay Writing," *Eralugina: Jurnal Pendidikan Bahasa Asing Dan Sastra* 7 (2023): 44–45.

	Excellent to very good	
	21-18 Good to average	Effective but simple construction, etc.
	17-11 Fair to poor	Major problems in simple/ complex constructions, etc.
	10-5 Very poor	Virtually no mastery of sentence construction rules, etc.
<b>Mechanics</b>	5 Excellent to very good	Demonstrates mastery of conventions, etc.
	4 Good to average	Occasional errors of spelling, punctuation, etc.
	3 Fair to poor	Frequent errors of spelling, punctuation, capitalization, etc.
	2 Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

Based on the explanation above, the researcher concluded that the total is 100, which is described in the following table:

**Table 2. 2 Total Score of Writing**

No	Components	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanic	5
	<b>Total</b>	<b>100</b>

## **B. Previous Research Findings**

1. A study conducted by Khoirul Anwar et al. titled “The Effect of Online Pictures on English Proficiency and Classroom Interaction at Junior High School of Ban Kaengsriphoom Loei Thailand.” This research focuses on the impact of online pictures on students' English proficiency and classroom interactions. The study employed a quantitative approach with ex post facto research. The findings of the study revealed

that using online pictures as a media tool could enhance students' English proficiency and make learning easier for them. Consequently, students felt more comfortable interacting with their teachers and classmates. Additionally, the research showed that Canva-based learning media was easy to distribute to students and could help meet the technological requirements of virtual teaching. The difference between the writer's research and this research is that the writer uses Canva as a medium to learn, while this study used Google Meet online meeting application for teaching and learning purposes. Lastly, this research focused on the quality of student learning and not writing.

2. In the study of Dewi Yana, "The Effect of Using LMS Platforms as Learning Media Based Blended Learning toward Students Learning Achieve." This study focused to compare the effectiveness of three platforms - Schoology, Canva, and Quizlet - in blended learning for improving students' learning achievements. This study using experimental method. The difference in this study, the researcher used Canva as a medium to compare its effects on students with other media. The results indicate that Canva has a positive impact on students. The results of the research concluded that learning using Canva media can increase students' learning motivation.
3. Fitri Zulhandayani conducted a study titled "Canva Application Media to Increasing Creativity in Designing Advertising Slogans and Posters in the *Project Based Learning*." The research aimed to find out using

Canva application media can significantly increase creativity in designing advertising slogans and posters for students. The research method used in this study was Classroom Action Research (CAR). The results showed that using the Canva application as a medium for Project Based Learning improved the creativity of students in designing advertisements, slogans, and posters. This approach also made learning enjoyable for students. The similarities between this research and other studies are the use of Canva as a medium for learning. However, this study used Classroom Action Research (CAR), and the text focused on advertising slogans and posters.

4. A study conducted by Yulinda Utami et al, titled "Students' Perception of Using Canva in Writing Class to Increase Motivation" aimed to investigate the students' perception of using Canva in their writing classes. The study followed a qualitative descriptive approach and used questionnaires and interviews to collect data from ten students at Junior High School Bingin Teluk. The results of the study showed that the use of Canva had a positive impact on the students. Canva increased students' motivation in writing classes and improved their abilities. Additionally, Canva helped students in their writing classes. However, there were some obstacles in using Canva such as students needing more time to design programs using Canva, and the fact that Canva has a premium account that requires payment. Moreover, some pictures provided by Canva appear with a watermark. This research is similar to



other studies that use Canva as a medium to learn, but differs in that it measured the quality of students in learning motivation students’.

5. A research study by Juliana Sari Saputri titled "The Effect of Digital Poster Canva on Students' Writing Ability for Announcements among Tenth Grade Students at SMA YLPI Pekanbaru" was conducted in 2022 and can be found in the Repository of Universitas Islam Riau. This study aims to find out impact on students' writing ability in the tenth grade of SMA YLPI Pekanbaru when using Digital Poster Canva. The similarities between the writers’ research and this research are the writer used digital poster as a media and the measured ability is writing. The differences are the writer research and this research use Pre-Experimental research and text that used Announcement text.

### **C. Theoretical Framework**

This study aims to determine if using the Canva application has a significant impact on the writing ability of tenth-grade Software Engineering students at SMKN 1 Jenangan Ponorogo when it comes to Descriptive Text. By using digital posters created with Canva in the classroom, students may find the learning experience more enjoyable. Canva's digital posters offer numerous features, components, and unique templates that can be used to create a Descriptive Text poster. Descriptive Text involves describing something, such as an animal, thing, place, or person, by detailing its features, forms, colors, or any other related aspect. To write an effective Descriptive Text, students must

understand the elements involved. A visual illustration of the study's conceptual framework is provided below for clarity.

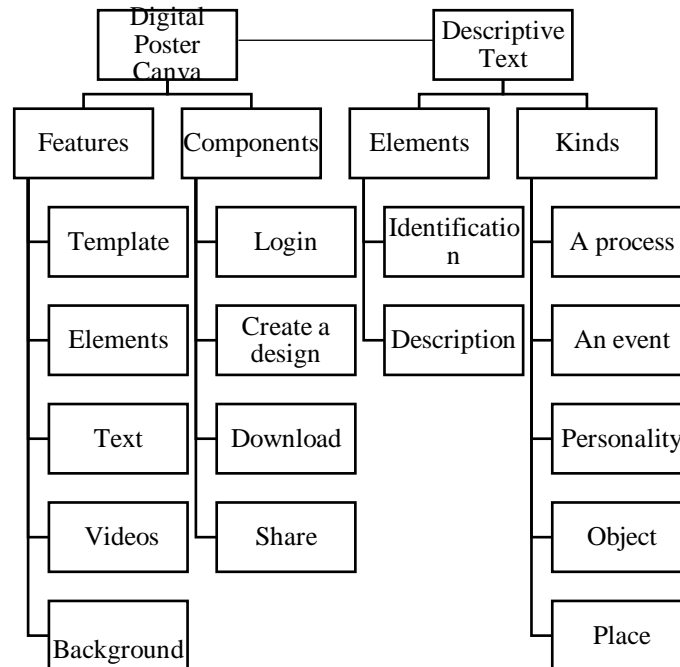


Figure 2. 1 Conceptual Framework

#### D. Research Hypothesis

Null Hypothesis (H0):

There will be no significant effect on the use of the Canva Application in students' fluency to writing English before and after treatment is rejected.

Alternative Hypothesis (H1):

There will be a significant effect on the use of the Canva Application in students' fluency to writing English before and after treatment is accepted.

P O N O R O G O

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The research is conducted with a quantitative approach of Quasi-Experiment design.<sup>38</sup> This study will use a quasi-experimental design to investigate the effect of one variable on another. This type of research typically involves a comparison or control group to address the research question. Quasi-experimental study has three key features. Firstly, the researcher manipulates the independent variables. Secondly, all other variables apart from the independent variable are controlled. Lastly, the dependent variable is observed or measured to determine the effect of the independent variables.

There were two variables in the study: variable X (independent) and variable Y (dependent). Independent variables are called predictors. This means that this variable is responsible for the change in the dependent variable. On the other hand, the dependent variable is the variable identified as an effect, and this variable causes the independent variable. The independent variable for this study was the digital poster Canva, and the dependent variable for this study was the student's writing ability.

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<sup>38</sup> Febliyansyah, "The Effect of Implementing TikTok Application with Project-Based Learning on Student's Speaking Skills" (UIN Fatmawati Sukarno Bengkulu, 2022).

An experimental group will be taught using digital poster Canva, while the control group will be taught using the discussion method. The design of the Experimental as follows:

**Table 3. 1 The Design of Experimental Research**

<b>Group</b>	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental Class	$O_1$	X	$O_2$
Control Class	$O_3$	$X_0$	$O_4$

Where:

$O_1$  = pre-test of experimental class

$O_2$  = post-test of experimental class

$O_3$  =pre-test of control class

$O_4$  =post-test of control class

X = treatment using digital Canva poster

$X_0$  = no treatment

## **B. Research Setting**

The research activity is carry out at SMK Negeri 1 Jenangan, Ponorogo. The research is carry out for one month on March 2023. The action is carry out on the schedule of the researcher's face-to-face hours, which is the day/hour of lessons where the researcher teach English in class tenth grade, which is the subject of the research. The subject of the study is students of class tenth grade Software Engineering at SMK Negeri 1 Jenangan for the academic year

2022/2023 totaling 72 students. The instrument in this study is using a writing test, observation sheet, and self-reflection sheet.

## C. Population and Sample

### a. Population

In research, population refers to the entire study population. This can include living organisms, objects, symptoms, test results, or events that represent certain characteristics. It can also be understood as a complete unit of analysis for feature estimation. The unit of analysis is the unit or combination of units that are analyzed or studied.<sup>39</sup> The population of this research was students in the tenth grader at Vocational High Schools 1 Jenangan consisted of two class. There are X RPL A and X RPL C.

**Table 3. 2 The Population of Research**

Classes	Total Students
X RPL A	36
X RPL B	36
X RPL C	36
<b>Total</b>	<b>108</b>

### b. Sample

The sample is part of the population (a portion or representative of the population being studied).<sup>40</sup> The research sample is a portion of the population taken as a data source and can represent the entire population.

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<sup>39</sup> Dimeria Sinaga, *Dimeria Sinaga, Buku Ajar Statistika Dasar* (Jakarta Timur: UKI Press, 2014).

<sup>40</sup> Sinaga.

So, it can be concluded that the sample is part of the data that is the object of the population taken.

The researcher selected the X RPL A and X RPL C classes for this study using purposive sampling, which recommends taking the entire population as a sample if it is less than 100. To obtain the necessary sample, the researcher chose a control group and an experimental group from the available tenth-grade classes at SMKN 1 Jenangan, which included X RPL A and X RPL C. Table 3.3 displays the sample, which includes both the control and experimental groups.

**Table 3. 3 The Sample of the Research**

No	Group	Class	Male	Female	Total
1	Experimental Class	X RPL C	26	10	36
2	Control Class	X RPL A	27	9	36

#### **D. Research Variable**

This study examines the relationship between two variables: independent and dependent variables. The independent variable refers to the conditions that affect the appearance of a particular outcome as a result of an experiment, known as X. On the other hand, the dependent variable represents the effect of the experiment, also referred to as Y.

In this research, the independent variable (X) is the use of Digital Poster Canva. Meanwhile, the dependent variable (Y) is the writing ability of tenth-grade students at SMKN 1 Jenangan in the academic year 2022/2023.

## E. Data Collection Technique and Instrument

### a. Data Collection Technique

The kind of instrument used to collect the data in this research was a test. To collect data from the sample, the writer used only written tests. The student was tested to find out the student's ability in descriptive paragraphs. The test was given before and after the treatment. Both the pre-test and post-test were assessed by two raters.

The following rating scale is the result of considerable and careful research conducted on the scoring of composition in the United States. It has been adapted from Heaton's work (1988:146).<sup>41</sup>

**Table 3. 4 Scoring of Writing**

Categories	Scoring	Criteria
<b>Content</b>	30-27 Excellent to very good	Knowledge, substantive, etc.
	26-22 Good to average	Sure knowledge of subject, adequate range, etc.
	21-17 Fair to poor	Limited knowledge of subject, little substance, etc.
	16-13 Very poor	Does not show knowledge of subject, non-substantive, etc.
<b>Organization</b>	20-18 Excellent to very good	Fluent expression, ideas clearly stated, etc.
	17-14 Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.

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<sup>41</sup> *Ibid*, 27.

	13-10 Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7 Very poor	Doesn't communicate, no organization, etc.
<b>Vocabulary</b>	20-18 Excellent to very good	Sophisticated range, effective word/ idiom choice and usage, etc.
	17-14 Good average	Adequate range, occasional errors or word/ idiom form, choice, usage but meaning not obscured.
	13-10 Fair to poor	Limited range, frequent errors of word/ idiom form, choice, usage, etc.
	9-7 Very poor	Essentially translation, little knowledge of English vocabulary.
<b>Language use</b>	25-22 Excellent to very good	Effective complex constructions, etc.
	21-18 Good to average	Effective but simple construction, etc.
	17-11 Fair to poor	Major problems in simple/ complex constructions, etc.
	10-5 Very poor	Virtually no mastery of sentence construction rules, etc.
<b>Mechanics</b>	5 Excellent to very good	Demonstrates mastery of conventions, etc.
	4 Good to average	Occasional errors of spelling, punctuation, etc.
	3 Fair to poor	Frequent errors of spelling, punctuation, capitalization, etc.
	2 Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.



Based on the explanation above, the researcher concluded that the total is 100, which is described in the following table:

**Table 3. 5 Total Scoring of Writing**

No	Components	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanic	5
<b>Total</b>		<b>100</b>

There are five components used to categorize students' writing ability, each with a maximum score of 100. For this study, a score of 85 was considered the highest attainable. The resulting scores were then categorized as follows:<sup>42</sup>

**Table 3. 6 The Result of Score Writing**

1	90-100	A (Very Good)
2	81-89	B (Good)
3	71-80	C (Enough)
4	61-70	D (Less)
5	51-69	E (Poor)
6	30-50	F (Very Poor)

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<sup>42</sup> *Ibid.* 27.

## **b. Data Collection Instrument**

### **1. Test**

The research aimed to find the use of Canva methods to build students' writing skills. Research tools were devices that researchers used to collect data, facilitate their work, and get complete, systematic, and better results facilitating the processing of data. In this study, researchers used writing test as the instrument of the study. There were three kinds of test that given to the students. There were pre-test, treatment, and post-test.

#### **a. Pre-Test**

During this stage, the researcher administers an initial test to both the experimental and control groups in the form of writing ability for students. A post-test is given before using Digital Poster in teaching and learning activities. The researcher requests that students create or design a Descriptive Text using the Canva Application about a place they have visited. This task should include two elements: description and identification. Afterward, the students presented their text, and the researcher gave a score to the students.

#### **b. Post-Test**

After conducting four teaching sessions, the researcher administers a writing test to the students as a post-

test. This test is similar to the pre-test and aims to evaluate whether the students have made significant progress after being taught writing using Digital Poster Canva. Additionally, the scores obtained in the post-test are compared to those of the pre-test to determine if there was an increase, a decrease, or no change. Finally, the test results are computed using IBM SPSS 25 software.

## **2. Documentation**

Documentation is a data collection method that involves gathering information in the form images that can support research.<sup>43</sup>

### **F. The Validity and Reliability of the Test**

#### **a. Validity of the test**

In this study, validity refers to the accuracy of measuring a concept. To support the argument that the inferences are reasonable, evidence is gathered. It is the inference that can be valid or invalid, not the test or other instruments used. Validity as a 'evaluation of an extent to which the research evidence supports or justifies the interpretations and conclusions that are based on it'.<sup>44</sup> To test validity, researcher used *IBM Statistical Package for Social Sciences SPSS 25* software application for windows. To determine the validity of a question, simply compare its probability score to

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<sup>43</sup> Sugiyono, *Educational Research Methods (Quantitative, Qualitative and R&D Approaches)* (ALFABETA CV, 2015).

<sup>44</sup> Mareceki J, *Qualitative Research in Psychology: Expanding Perspectives in Methodology and Design* (Washington Dc: American Psychological Association, 2009).

a significant level of 0.05. Each item is said to be valid if the probability is less than 0.05 or compared using the r product moment table with a significant level of 5% (0.05) with  $df = n - 2$  ( $36 - 2 = 34$  so  $df = 0,339$ ).

The test consists of 25 items with a total of 25 valid items while 2 items. Valid test questions consist of multiple choice and essay. It can be seen in the Appendix.

**b. Reliability of the test**

Reliability refers to the extent to which a test provides consistent results that accurately reflect what it was designed to measure. In the context of evaluating language skills, reliability means that the assessment results should be a reliable representation of the examinee's true level of language proficiency. A language assessment that is highly reliable will produce results that are precise and closely aligned with the actual level of skill being evaluated. Consistency in scoring is key to ensuring reliability, and tests of writing ability must yield consistent scores when administered multiple times. This study employed inter-rater reliability as a means of addressing the issue of inconsistent scores, which can result from factors such as inattention to scoring criteria, inexperience, or preconceived biases. The table below shows the categories of reliability used by the researcher:<sup>45</sup>

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<sup>45</sup> Suharsimi dan Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Rineka Cipta, 2010).

**Table 3. 7 The Categories of Reliability**

<b>Coefficient of Reliability</b>	<b>Level of Reliability</b>
$r_{11} \leq 0,20$	Very low
$0,20 < r_{11} \leq 0,40$	Low
$0,40 < r_{11} \leq 0,70$	Currently
$0,70 < r_{11} \leq 0,90$	High
$0,90 < r_{11} \leq 1,00$	Very high

(Taken from Arikunto in Suharsimi 2020)

The result of writing test to the 36 students at SMKN 1 Jenangan were tested reliability by using SPSS 25. The reliability analysis was described in the following.

**Table 3. 8 Result of Reliability Test**

<b>Cronbach's Alpha</b>	<b>N of Item</b>
0,784	36

The result of the analysis that has been carried out on 25 valid item tests, obtained *Cronbach's Alpha* score is  $0,784 > 0,6$  and is said to be reliable because *Cronbach's Alpha*  $> 0,06$  is  $0,784 > 0,6$  and has a high level of reliability. The complete reliability calculation of the items can be seen in Appendix.

## **G. Data Analysis Technique**

After collecting data from all respondents, the next step is to analyze the data. This involves grouping data based on variables and respondent types. Essentially, data analysis is the process of organizing and sorting data into

patterns, categories, and descriptive units to identify themes and develop hypotheses.<sup>46</sup> It is important to note that data obtained through research cannot be used directly but must be processed to provide clear, complete and understandable information.

The researchers employed data analysis techniques and utilized pre-test and post-test designs for their study. The data were analyzed twice: once after the pre-test and again after the post-test. The difference between the results of the two tests was assumed to be the effect of the writing skill, specifically focusing on content, organization, vocabulary, language use, and mechanics using the Canva Application. The study used an experimental research design that involved both experimental and control classes. After the experiment, both classes underwent testing using data analysis techniques.

### **1. Descriptive Analysis**

In order to test hypotheses using data, it is necessary to first describe the data. Descriptive analysis provides an overview of the object being studied through sample or population data, as it is, without drawing conclusions that apply to the general public.<sup>47</sup>

Once all the data for this research had been collected, the researcher wrote a descriptive text to analyze whether there was a significant difference in the writing abilities of students who were taught using the Canva application. The writer scored the students' writing ability during the

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<sup>46</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2012).

<sup>47</sup> Sugiyono.

test. To evaluate the students' writing ability in descriptive text, the researcher used SPSS version 25. The English teacher at SMKN 1 Jenangan was the rater who scored the students' pre-test and post-test in this research.

When analyzing data, it involves grouping the data based on variables and respondent type, describing the data, and testing analyst requirements. Statistics are used to describe the data for each variable, with the goal of finding the highest, lowest, mean, median, mode, and standard deviation scores using descriptive statistics.

a. Mean (M)

To calculate the mean, the following formula is used:

$$\text{Mean } (\bar{x}) = \frac{\sum x}{n}$$

Where:

$\sum x$  = sum of variable total

n = number of variety

b. Median

To calculate the median, the following formula is used:

$$\text{Me} = b + p \frac{\frac{1}{2}n - fk}{f_i}$$

Where:

b = the lower limit of the median class

p = the length of the median class

n = the sample size or amount of data

$F$  = the sum of all frequencies with a class mark smaller than the median class mark

$f$  = the frequency of the median class

c. Modus

To calculate the modus, the following formula is used:

$$Mo = l + \left( \frac{f_1 + f_0}{2 f_1 - f_0 - f_2} \right) h$$

Where:

$l$  = lower limit of the modal class

$h$  = size of the class Interval

$f_1$  = frequency of the modal class

$f_0$  = frequency of the class preceding the modal class

$f_2$  = frequency of the class succeeding the modal class

d. Standard Deviation

To calculate the modus, the following formula is used:

$$S = \frac{\sqrt{\sum f_i (x_i - \bar{x})^2}}{\sum f_i}$$

$S$  = standard deviation

$\bar{x}$  = mean

$x_i$  = middle value

$f_i$  = frequency

## 2. Inferential Statistic

### a. Normality Test



The normality test is used to determine whether the variables taken are normally or not normally distributed. Data that has a normal distribution means that it also has a normal distribution, which means that the data is considered to represent the population. The normality test was carried out with SPSS version 25 using the Kolmogorov-Smirnov test. The data is said to be normal if the probability is  $> 0.05$  in the Kolmogorov-Smirnov normality test. The hypothesis proposed to measure data normality in this test is as follows:

H0: Data from the population is normally distributed.

H1: Data from the population is not normally distributed.

When making decisions and drawing conclusions from test results, we use a significance level ( $\alpha$ ) of 0.05. Here are the criteria we follow: 1) If the significance value is greater than 0.05, we accept the null hypothesis (H0), indicating that the data is normally distributed; 2) if the significance value is less than 0.05, we reject the null hypothesis (H0), indicating that the data is not normally distributed.

#### **b. Homogeneity Test**

Before proceeding with any data analysis, it is necessary to conduct a homogeneity test to determine whether the assumption of homogeneity in each category has been met. The test for homogeneity of variance is specifically designed to determine whether two groups

have the same variance or not.<sup>48</sup> If the test confirms that both groups have equal variance, they are considered homogeneous. Once homogeneity is established, further data analysis can be carried out with the assistance of the SPSS Statistics 25 application.

The homogeneity test is carried out to test the similarity of variance between two or more populations. The homogeneity test in this study used *Levene's Test*. The significance level used is  $\alpha = 0.05$ . How to interpret *Levene's test* according to SPSS Indonesia.<sup>49</sup>

1. If the significance value is  $< 0.05$ , then it is said that the variance of two or more population data groups is not the same.
2. If the significance value is  $> 0.05$ , then it is said that the variance of two or more data population groups is the same.

### c. Hypothesis Test

After ensuring that normality and homogeneity have been tested and confirmed, a hypothesis test can be carried out using either the Paired Sample T-Test or the Independent Samples T-Test. The Independent Samples T-Test is used to determine whether the means of two groups are statistically different from each other, and is ideal when

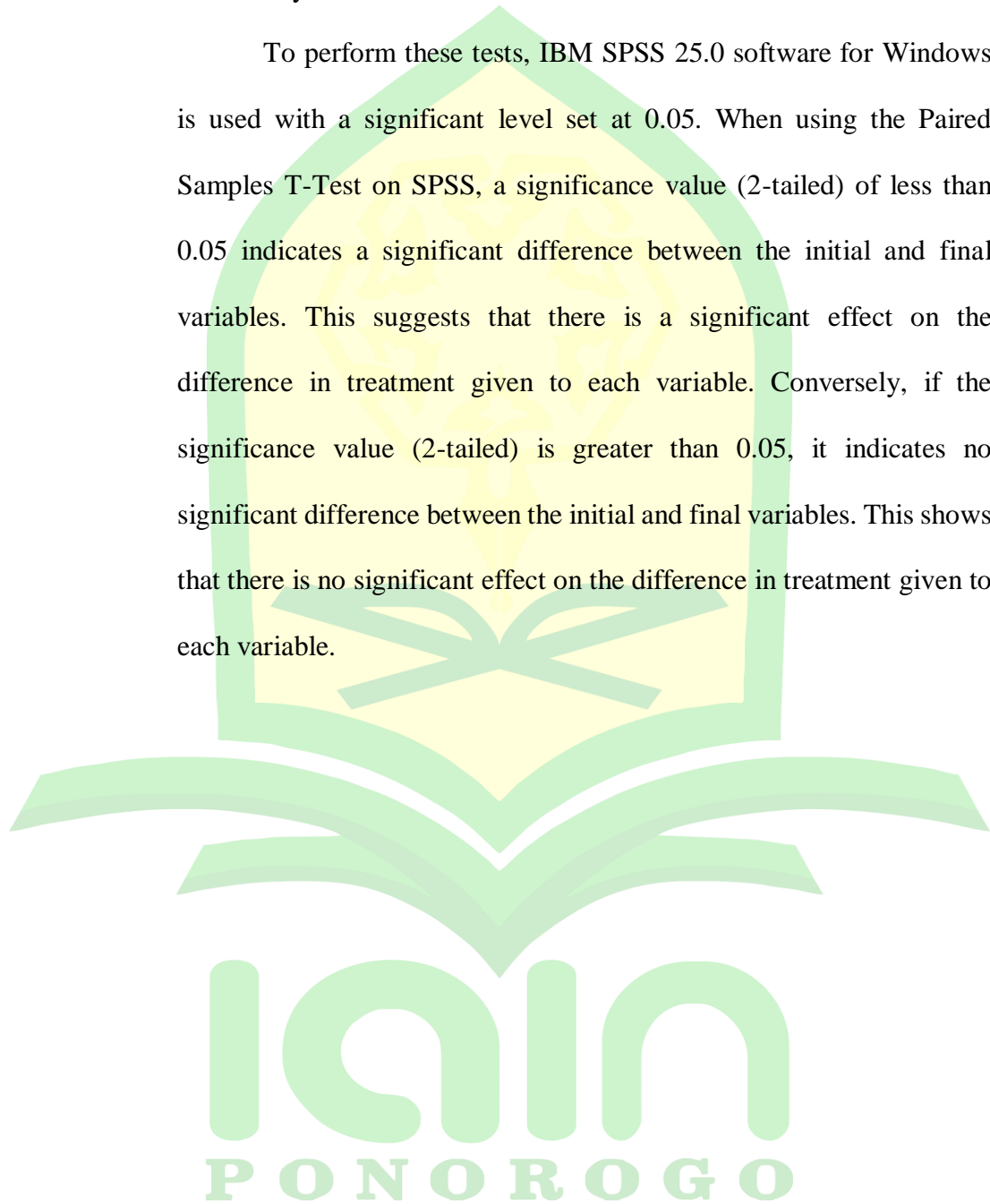
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<sup>48</sup> Tulus Winarsumu, *Statistik Dalam Penelitian Psikologi Dann Pendidikan* (Malang: UMM Malang, 2006).

<sup>49</sup> <https://www.spssindonesia.com/2014/02/uji-homogenitas-dengan-spss.html>

comparing the difference between two paired samples assuming the data is normally distributed.<sup>50</sup>

To perform these tests, IBM SPSS 25.0 software for Windows is used with a significant level set at 0.05. When using the Paired Samples T-Test on SPSS, a significance value (2-tailed) of less than 0.05 indicates a significant difference between the initial and final variables. This suggests that there is a significant effect on the difference in treatment given to each variable. Conversely, if the significance value (2-tailed) is greater than 0.05, it indicates no significant difference between the initial and final variables. This shows that there is no significant effect on the difference in treatment given to each variable.



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<sup>50</sup> Daniel Stockermer, *Quantitative Methods for the Social Science: A Practical Introduction with Examples in SPSS and Statistics* (Ontario: Springer International Publishing, 2019).

## CHAPTER IV

### RESEARCH FINDINGS

#### A. Research Location

##### 1. Historical Background of SMKN 1 Jenangan

SMK Negeri 1 Jenangan was founded in 1964 as a result of the initiative of the regional government and the business/industry world in Ponorogo, which at that time was called the Ponorogo State Preparatory Middle Technology School (STM). Officially, this institution became STM Negeri Ponorogo based on the Decree of the Minister of Education and Culture number 148/Diprt/BI/66 dated 1 February 1966. Changes from STM Negeri Ponorogo to SMK Negeri 1 Jenangan based on the Decree of the Minister of Education and Culture number 036/0/1997 dated 7 March 1997.<sup>51</sup>

SMK Negeri 1 Jenangan Ponorogo is a technical high school that specializes in engineering education. This institution is the oldest of its kind in Ponorogo. There are nine skills programs offered by the school, and students are divided into 22 study groups across three grade levels. The learning system follows the Block System. As an Industrial Technology Group Vocational School, SMK Negeri 1 Jenangan Ponorogo is part of the National Education System under the Directorate of Secondary School Development, Directorate General of Primary and Secondary Education Management. The school's mission is to prepare and enhance human

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<sup>51</sup> <https://smkn1jenpo.sch.id/visi-misi/> diakses pada 12 April 2023

resources at the secondary level. The Directorate of Vocational Development of the Ministry of National Education, as well as the Ponorogo Regency Education Office, have entrusted SMK Negeri 1 Jenangan Ponorogo with various activities, including School mapping and Monev, City WAN, TV Education, MR-IT, ICT Center, Distance Education Distance (PJJ), and Virtual Campus program.

## **2. Vision, Mission, and Goals of SMKN 1 Jenangan**

### **1. Vision**

Becoming a Superior STMJ

### **2. Mission**

1. Develop students' religious, nationalist, cooperation, integrity, and independent character;
2. Providing technological educational services according to customer needs;
3. Implement contemporary management that is accountable, transparent, and collegial collective;
4. Create a sustainable network.

### **3. Goals**

1. Produce graduates who have religious, nationalist, cooperation, integrity, and independent character;
2. Implementation of Teaching Factory-based learning services
3. Availability of continuing education services

4. Producing graduates who meet the needs of Industry and the World of Work (IDUKA);
5. Optimizing the management of the Regional Public Service Agency (BLUD);
6. Creating a school community with an environmental culture;
7. Increasing the quality and quantity of networks.

## B. Data Description

The data were collected 72 data from 72 students in the tenth grade Software Engineering of SMKN 1 Jenangan for pre-test and post-test. The researcher was able to collect all poster data from every student in the class. This is because all students in classes X RPL A and X RPL C at SMKN 1 Jenangan submitted their assignments with enthusiasm and on time. Each student created two posters with the same theme, which were "family, things, and animals". These two sets of data will be used as the results of the Pre-test and Post-test.

### 1. Research Schedule

**Table 4. 1 Research Schedule of Experimental Class**

No	Time of Research	Topics	Elements
1.	Pre-Test March, 13 <sup>th</sup> 2023	Person	Identification Description
2	Treatment I March, 13 <sup>th</sup> 2023	Things	Identification Description
3	Treatment II March, 14 <sup>th</sup> 2023	Animal	Identification Description
4	Treatment III March, 15 <sup>th</sup> 2023	Favorite Food	Identification Description
5	Treatment IV March, 16 <sup>th</sup> 2023	Places	Identification Description
6	Post-Test March, 17 <sup>th</sup> 2023	One of Favorite	Identification Description

		Places, Things, Animal, Food, and Places	
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**Table 4. 2 Research Schedule of Control Class**

No	Time of Research	Topics	Elements
1.	Pre-Test March, 27 <sup>th</sup> 2023	Person	Identification Description
2	Treatment I March, 27 <sup>th</sup> 2023	Things	Identification Description
3	Treatment II March, 28 <sup>th</sup> 2023	Animal	Identification Description
4	Treatment III March, 29 <sup>th</sup> 2023	Favorite Food	Identification Description
5	Treatment IV March, 30 <sup>th</sup> 2023	Places	Identification Description
6	Post-Test March, 31 <sup>th</sup> 2023	One of Favorite Places, Things, Animal, People.	Identification Description

## 2. Teaching Procedures in Experimental Class and Control Class

### a. Teaching Experimental Class

First Meeting was conducted in March, 13th 2023. In this meeting, researcher giving a pre-test and introducing self to students. After introducing self, the researcher was given the pre-test to students. The researcher provided motivation (stimulus) for today's lesson. The researcher asked the students what they know about *Descriptive Text*. The researcher asked the participants to download the Canva Application on their Handphones or laptops as a test sheet. The researcher explained how to used the Canva Application as a learning tool for *Descriptive Text*. The researcher asked the students to design a Canva about "Your Favorite Idol" following the correct writing rules. After the Pre-Test, the researcher briefly explained about the *Descriptive Text* material. The researcher explained the

four parts that will be evaluated for the project assignment, which include content, organization, vocabulary, language use, and mechanics.

The second meeting was the second treatment. The 2nd treatment was conducted in March, 14th 2023. The following is a guide for preparing students to participate in the learning process. Firstly, students should engage in prayer, attend class regularly, and have their textbooks ready. To help students focus, a 5-minute ice-breaking activity should be provided. Next, the teacher should deliver the material that will be studied by the students. To test their understanding, the teacher can ask questions based on pictures. “Have you ever bought something for your school need? If yes, can you describe it?” Then, the researcher asked students should be divided into groups of four. They will be shown pictures of objects in a *computer laboratory* and a *motorbike repair shop* in the LCD screen. The researcher should guide the students to build texts orally. Next, the researcher asked students to design the Canva application based on a given theme. In the end, the researcher asked students send the design results to WhatsApp group.

The third meeting was the third treatment. The 3rd treatment was conducted in March, 15th 2023. The following is a description of a lesson plan for preparing students to participate in the learning process. The plan includes activities such as taking attendance, praying, and organizing textbooks. Additionally, ice-breaking activities are provided before learning begins. The researcher asks question to students “Have you ever



gone to somewhere? If yes, can you describe the place?" Students will be shown a text about a workplace and asked to write noun phrases describing the workplace. They will then receive an explanation of the structure of descriptive texts about places, and group the text into several characteristics of descriptive text. Next, students will be grouped into teams of four and will respond to questions related to the text with guidance from the teacher. They will then try to compose a descriptive text about the workplace, with the teacher providing guidance throughout the process. Finally, the teacher will ask students to send their design results and read them aloud in front of the class.

The 4th treatment was conducted in March, 16th 2023. The following are the steps taken to prepare students for the learning process: praying, attending class, and preparing necessary textbooks. An ice-breaking activity is conducted to create a comfortable learning environment. This is followed by trigger questions based on pictures, such as "Can you imagine someone you are missing? If yes, can you describe her/him physically?" The teacher asks students to listen to the explanation and look at the text description of the person on the LCD screen.

- The teacher gives students a worksheet to work on based on the text they hear, namely matching pictures of people with their descriptions. The teacher asks students to explain a person's physical characteristics. The teacher provides descriptive text explanations about people to students. The

teacher asks students to build text using the Canva application guided by the teacher.

The fifth treatment was conducted in March, 17<sup>th</sup> 2023.

Teachers play an important role in preparing students to participate in the learning process. They perform various tasks such as taking attendance, preparing textbooks, and leading prayers. Before the actual learning begins, teachers also provide ice-breaking activities to help students get to know each other better. During the lesson, the teacher shows pictures on the LCD screen and asks questions based on them. For example, the teacher might ask if anyone has ever serviced their own car or motorcycle, and if so, to name some of the vehicle's parts. This helps to engage students and encourage their participation. In a previous session, the teacher had worked with the students on creating guided texts. During this lesson, the teacher shows pictures of various objects on the screen and asks the students to build written text using Canva with guidance from the teacher. Finally, the teacher asks the students to present their text in front of the class, which helps to develop their public speaking skills and build confidence.

The sixth meeting was the last meeting for the researcher to get the data. The last meeting was conducted in March, 17<sup>th</sup> 2023. In order to prepare students for the learning process, there are a few things that can be done. Firstly, it's important to encourage prayer, attendance and the preparation of textbooks. Before beginning each session, provide an ice-

breaker activity to help students feel more comfortable. It's also helpful to remind students of the work covered in the previous week before introducing new material. In addition, students should be encouraged to prepare themselves for the Post-Test. During the session, students should be given the opportunity to work independently on written texts using the Canva application. The teacher should provide a selection of pictures/themes based on the material covered in the previous lesson for students to choose from. Students will then write descriptive text using the Canva application according to the teacher's instructions. At the end of the session, the teacher should provide feedback on the learning process. The teacher could say something like, "Well, class, you have done a very good job today. Most of you have been really active and engaged. I hope that next time, all of you will be involved in the interaction. How did you feel during the lesson? Is there anyone who wants to say something?" Finally, the teacher should express their gratitude to the students for being so conducive to participating in a series of lessons. The teacher should thank the students for their time and for providing the opportunity to collect data well.

#### **b. Teaching Control Class**

The 1st meeting was conducted in March, 27th 2023. In this meeting, researcher giving a pre-test and introducing self to students. After introducing self, the researcher was given the pre-test to students. In the pre-test the researcher asked students to write the Descriptive text in the

peppers with the title “Yours Favorite Idol”. Researchers provide photos of several people for them to describe. After completing the pre-test, the researcher also carried out the first treatment, namely descriptive text. The researcher checked the pre-test results and explained the material in front of the class on how to write correct descriptive text. The researcher explains the four parts that will be assessed for the project assignment, namely content, organization, vocabulary, language use, and mechanics.

The 2nd meeting was conducted in March, 28th 2023. Before starting the lesson, researchers invited students to pray first. After that, the researcher invited students to do ice-breaking for 5 minutes to restore their focus. After that, the researcher checked the students' attendance and researcher briefly delivers the material that will be learned. The teacher divided the students into groups of four. Next, the teacher displayed pictures of objects in the computer laboratory and workshop on the LCD screen. The teacher then asked the students to construct a text orally, first with guidance and then independently. Finally, the students were asked to present their text to the class.

The 3rd meeting was conducted in March, 29th 2023. Before starting the lesson, researchers invited students to pray first. After that, the researcher invited students to do ice-breaking for 5 minutes to restore their focus. After that, the researcher checked the students' attendance and researcher briefly delivers the material that will be learned. In this meeting, the material was descriptive of the places that students had visited. The

researcher has given a trigger questions to students “Have you ever gone to somewhere? If yes, can you describe the place?” The teacher displayed a text about a workplace on the LCD screen for the students. Then, the teacher asked the students to write noun phrases in a text about a workplace. The teacher explained to the students what descriptive text about places is and asked them to group the text into several characteristics of descriptive text. Afterward, the teacher grouped the students into groups of four, and the students answered questions that followed the text with the guidance of the teacher. Finally, the teacher asked the students to try to compose the text, with the teacher's guidance.

The 4th meeting was conducted in March, 30th 2023. Before starting the lesson, researcher invited students to pray first. After that, the researcher invited students to do ice-breaking for 5 minutes to restore their focus. After that, the researcher checked the students' attendance and researcher briefly delivers the material that will be learned. The teacher has instructed the students to listen carefully to the explanation and observe the text description of the person shown on the LCD screen. The teacher has given a worksheet to the students based on a comprehensive text that requires them to match the pictures of people with their descriptions. The teacher has asked the students to describe a person's physical characteristics and has explained the structure of the text that describes people. Furthermore, the teacher has displayed several pictures of people on the LCD screen, and has tasked the students to construct the text in writing.

Lastly, the teacher has asked students to read their texts in front of the class. After that, the researcher gave an assignment to the students, namely writing descriptive text using pepper with themes and paragraphs provided by the researcher. In the last session, the researcher informs the material that will be learn in last meeting for treatment and close the class.

The fifth meeting was conducted in March, 31th 2023. Teachers have various responsibilities in preparing students for the learning process such as taking attendance, distributing textbooks, and leading prayers. Before beginning the actual lessons, the teacher usually starts with ice-breakers to make the students feel comfortable. During one class, the teacher asked the students if they have ever serviced their car or motorcycle by themselves, and if so, to mention some parts of their vehicle. The teacher also reminded the students of last week's work in making guided texts. To help the students understand the lesson better, the teacher showed pictures of objects on the LCD screen and asked the students to construct the text in writing with the teacher's guidance. Finally, the teacher asked some students to read their text in front of the class.

The sixth meeting was conducted in March, 31th 2023. After completing teaching activities for four meeting, the researcher gave the Post-test to the students and the Post-test was writing test. The teacher has instructed the students to get ready for the Post-Test. The teacher has requested the students to work on the written text independently using the sheets of paper that have been provided. Additionally, the teacher has asked the students

to select a free image or theme provided by the teacher. The purpose of the test was to know the significant effect toward students' writing ability. After giving the Post-test, the researcher said thank you to students because giving time and opportunity to conduct the data in their class.

## 1. Students score of Pre-Test and Post-Test of Experimental Class

### a) Score of Pre-test of Experimental Class

In the pre-test of the experimental class, the researcher calculated the results obtained when the student answered the test before the treatment using the Canva Application.

**Table 4. 3 Score Pre-test of Experimental Class**

No	Name of Students	Components of Writing					Score	Grade	Category
		C	O	L	V	M			
1	ONP	20	13	12	14	2	61	D	Less
2	PDP	22	15	14	16	3	70	D	Less
3	RCP	16	8	8	8	2	42	F	Very Poor
4	RJEA	16	9	8	9	2	44	F	Very Poor
5	RZZ	20	14	13	15	3	65	D	Less
6	RAA	22	15	16	17	3	73	C	Enough
7	RASW	27	18	18	18	4	77	C	Enough
8	RDA	28	20	18	19	3	56	E	Poor
9	RMFP	20	17	18	18	3	54	E	Poor
10	RNR	22	17	18	19	4	72	C	Enough
11	RKS	30	18	19	19	5	40	F	Very Poor
12	RWP	26	18	19	19	4	41	F	Very Poor
13	RPW	24	27	17	18	3	73	C	Enough
14	RMK	24	18	19	19	4	79	C	Enough
15	RN	25	18	19	16	4	67	D	Less
16	RF	26	18	16	19	5	65	D	Less
17	RAF	30	19	16	18	5	42	F	Very Poor
18	RS	25	18	17	17	3	64	D	Less
19	RVF	16	17	17	16	4	60	E	Poor
20	RSND	30	19	20	20	5	45	F	Very Poor
21	SFQ	24	17	18	17	4	50	F	Very Poor
22	SAH	21	17	19	17	5	67	D	Less
23	SPZ	25	17	18	17	4	56	E	Poor
24	SFW	30	19	18	18	5	65	D	Less
25	SV	28	19	18	19	5	67	D	Less
26	SRD	28	18	18	18	4	70	D	Less
27	SVA	24	17	18	18	5	56	E	Poor



28	TRD	24	17	18	18	4	43	F	Very Poor
29	TRY	26	17	16	17	3	60	E	Poor
30	VTPP	20	16	16	15	3	68	D	Less
31	WAM	27	19	18	19	5	59	E	Poor
32	YAA	26	19	17	18	4	61	D	Less
33	ZAW	30	19	19	19	5	45	F	Very Poor
34	ZDM	28	17	17	18	4	61	D	Less
35	ZRH	27	18	19	19	4	70	D	Less
36	ZLM	25	18	17	17	4	66	D	Less

Based on the data presented, it can be observed that there are 5 students who possess "enough" abilities, 15 students fall under the "less" category, 7 students are classified under the "poor" category, and 9 students have "very poor" abilities. Additionally, the total score obtained from this data is 2154, with an average score of 63.5. For more detailed it can be seen in the Appendix.

After pre-test, the writer started to teach students by using Canva Application in students writing of Descriptive Text. The writer prepared the material that is suitable with the topic. The writer also prepared the Media such as, Descriptive Text. In application of Canva Application, all of students asked design a Poster which contain about Descriptive Text and in Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

**Table 4. 4 Frequency Distribution of Pre-test in Experimental Class**

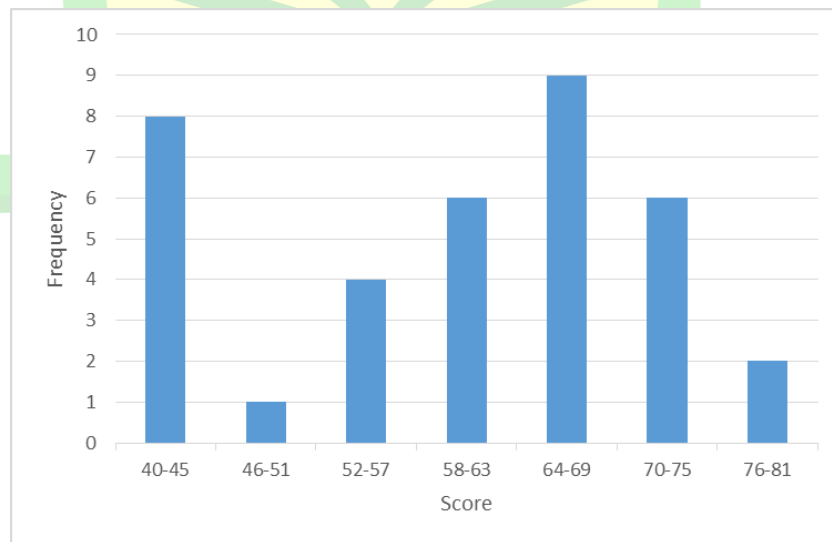
No.	Interval	Frequency	Percentage
1	40-45	8	22%
2	46-51	1	3%
3	52-57	4	11%
4	58-63	6	17%



5	64-69	9	25%
6	70-75	6	17%
7	76-81	2	6%
	<b>N</b>	<b>36</b>	<b>100%</b>

From the frequency distribution table above, it can be seen students' scores on the 40-45 interval class are 8 students (22%), the 46-51 interval class are 1 students (3%), the 52-57 interval class are 4 students (11%), the 58-63 interval class are 6 students (17%), the 64-69 interval class with 9 students (25%), interval class between 70-75 with 6 students (17%), and the last interval class 76-81 are 2 students (6%).

To get a clear and more complete picture of the data, the researcher presents it in the form of histogram as follows:



**Figure 4. 1 Frequency Description Data Pre-Test**

In the histogram of experimental class student scores in the pre-test, the lowest interval is 40-45 for 8 students and the highest is 76-81 for 3 students.

The histogram also shows the highest frequency at interval of 64-69 from 9 students.

### b) Score of Post-Test in Experimental Class

In the pos-test of the experimental class, the researcher calculated the results obtained when the student answered the test after the treatment using the Canva Application.

**Table 4. 5 Score Post-Test of Experimental Class**

No	Name of Students	Components of Writing					Score	Grade	Category
		C	O	L	V	M			
1	ONP	25	17	17	18	4	81	B	Good
2	PDP	25	17	17	18	4	81	B	Good
3	RCP	25	17	18	18	4	82	B	Good
4	RJEA	25	18	17	17	3	80	C	Enough
5	RZZ	26	17	17	20	4	84	B	Good
6	RAA	25	17	18	19	4	83	B	Good
7	RASW	26	19	19	19	4	87	B	Good
8	RDA	28	20	19	19	4	90	B	Good
9	RMFP	27	17	17	18	4	83	B	Good
10	RNR	26	19	20	20	4	89	B	Good
11	RKS	24	17	18	18	3	80	C	Enough
12	RWP	24	19	16	18	4	81	B	Good
13	RPW	26	19	20	20	4	89	B	Good
14	RMK	28	20	20	20	5	93	A	Very Good
15	RN	25	17	19	16	4	67	B	Good
16	RF	27	16	16	19	5	65	B	Good
17	RAF	26	20	16	18	5	42	B	Good
18	RS	25	18	17	17	3	64	B	Good
19	RVF	27	19	17	16	4	60	B	Good
20	RSND	28	20	20	20	5	45	A	Very Good
21	SFQ	30	17	18	17	4	50	A	Very Good
22	SAH	27	17	19	17	5	67	B	Good
23	SPZ	26	17	18	17	4	56	B	Good
24	SFW	25	19	18	18	5	65	B	Good
25	SV	26	19	18	19	5	67	B	Good
26	SRD	28	18	18	18	4	70	B	Good
27	SVA	24	17	18	18	5	56	C	Enough
28	TRD	24	17	18	18	4	43	B	Good
29	TRY	26	17	16	17	3	60	B	Good
30	VTPP	20	16	16	15	3	68	B	Good
31	WAM	27	19	18	19	5	59	B	Good
32	YAA	26	19	17	18	4	61	C	Enough
33	ZAW	30	19	19	19	5	45	B	Good

34	ZDM	28	17	17	18	4	61	C	Enough
35	ZRH	27	18	19	19	4	70	C	Enough
36	ZLM	25	18	17	17	4	66	B	Good

Based on the data presented, there was an improvement after carrying out the post-test using the Canva Application. There are 27 students in the "Good" category, three students in the "Very Enough" category, and then there are six students in the "Enough" category. Additionally, from the data, it can be seen that the result as follow experimental class the total score that students got was 3062. Here it can be concluded that the mean of the experimental class was 85.5. For more detailed it can be seen in the Appendix.

**Table 4. 6 Increasing of Each Component**

No	Components	Pre-Test	Post-Test	Increasing
1	Content	18,56	25,81	7,25
2	Organization	12,7	17,9	5,2
3	Vocabulary	14	18	4
4	Language Use	14,5	19	4,5
5	Mechanic	2,5	4,5	2

The table showed that increasing average of students' score between pre-test and post-test in writing ability; Content, Organization, Vocabulary, Language Use, and Mechanic. In pre-test, it could be seen the score in content was only 18.56, in organization was 12.7, in vocabulary was 14, in language use was 14.5, and in mechanic was 2.5. This result showed their prior knowledge in writing ability. This result was obtained before they got the treatments.

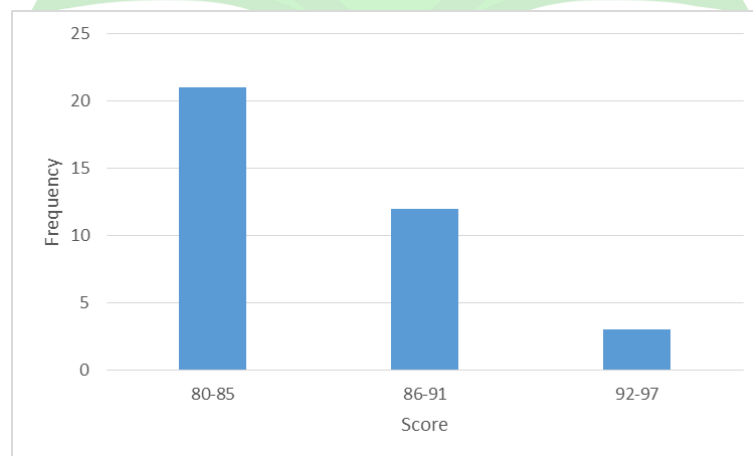
After getting treatment, in post-test, the students score increased. It made the percentage of each component of writing ability higher than pre-test. According to the data, seen in content was 25.81, in organization was 17.9, in Vocabulary was 18, in language use was 19, and in mechanic was 4.5. It means that students got improvement after learning by using Canva Application.

**Table 4. 7 Frequency of Post-Test in Experimental Class**

No	Interval	Frequency	Percentage
1	80-85	21	58%
2	86-91	12	33%
3	92-97	3	8%
	N	36	100%

From the frequency distribution table above, it can be seen that the student scores in the 80-85 interval class are 21 students (58%), the interval class between 86-91 with 12 students (33%), and the last interval class between 92-97 students are 3 (8%).

To get a clear and more complete picture of the data, the researcher presents it in the form of histogram as follows:



**Figure 4. 2 Description Data Post-test in Experimental Class**

In the histogram of experimental class student scores in the post-test, the lowest interval is 80-85 for 21 students and the highest is 92-97 for 3 students.

## 2. Students score of Pre-test and Post-test in Control Class

### a) Score of Pre-test in Control Class

In the pre-test of the control class, the researcher calculated the results obtained when the student answered the test before the treatment using the Canva Application.

**Table 4. 8 Score Pre-Test in Control Class**

No	Name of Students	Componnets of Writing					Score	Grade	Category
		C	O	L	V	M			
1	APN	20	16	16	18	3	73	C	Enough
2	APP	17	11	14	11	2	55	E	Poor
3	AQA	18	13	12	12	2	57	E	Poor
4	ATMN	18	11	10	12	2	53	E	Poor
5	APB	16	16	12	14	3	61	D	Less
6	AARN	20	10	13	15	2	60	E	Poor
7	ASA	20	10	12	12	2	56	E	Poor
8	ANN	20	13	10	12	2	57	E	Poor
9	ARP	17	10	10	11	2	50	F	Very Poor
10	AJF	15	11	10	10	2	48	F	Very Poor
11	APNR	16	12	10	10	2	50	F	Very Poor
12	AAS	15	12	11	10	2	50	F	Very Poor
13	ANFF	14	11	12	10	2	49	F	Very Poor
14	AGA	20	16	13	13	2	64	D	Less
15	BAM	20	17	11	12	2	62	D	Less
16	BHS	21	15	12	13	3	64	D	Less
17	BRI	21	14	11	11	2	59	E	Poor
18	BSB	19	14	12	11	2	58	E	Poor
19	CFPA	17	15	12	11	2	57	E	Poor
20	CPYN	19	14	12	11	2	58	E	Poor
21	DSH	17	14	12	14	3	60	E	Poor
22	DAP	16	13	11	12	2	54	E	Poor
23	DAW	14	12	10	12	2	50	F	Very Poor
24	DRM	15	12	10	12	2	51	E	Poor
25	DWW	13	10	10	13	2	48	F	Very Poor
26	DLP	16	9	10	14	3	52	E	Poor
27	DADZ	18	12	10	12	2	54	E	Poor
28	DAV	17	11	11	11	2	53	E	Poor

29	DIM	20	13	12	10	2	57	E	Poor
30	DAS	17	11	11	11	2	52	E	Poor
31	DD	18	12	13	10	2	55	E	Poor
32	ESF	18	10	11	10	2	51	E	Poor
33	EVV	15	13	10	10	2	50	E	Very Poor
34	EYS	20	13	13	14	3	63	D	Less
35	EDN	21	12	13	12	2	60	E	Poor
36	EFW	22	14	14	14	2	66	D	Less

Based on the data presented, it can be observed that there are one students who possess "enough" abilities, six students fall under the "less" category, 21 students are classified under the "poor" category, and 8 students have "very poor" abilities. From the data, it can be seen that the result as follow control class the total score that students got was 2017. Here it can be concluded that the mean of the experimental class was 56.03. For more detailed it can be seen in the Appendix.

After pre-test, the writer started to teach students by using papers' A4 in students writing of Descriptive Text. The writer prepared the material that is suitable with the topic. The writer also prepared the media such as, Description Text. In application of Canva Application, all of students asked design a pappers with the picture he brought and then pasted and described which contain about a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

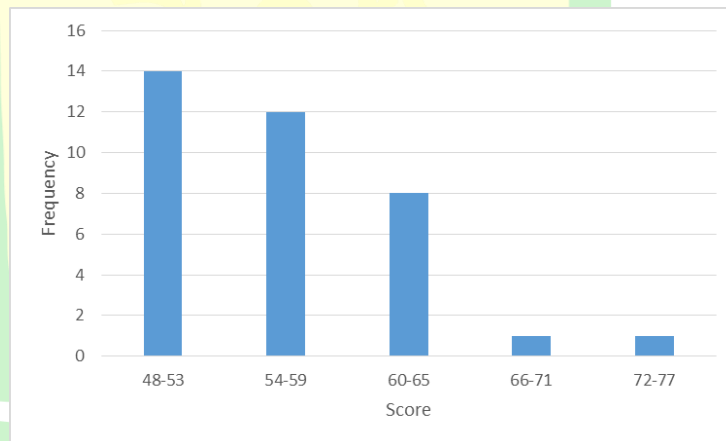
**Table 4. 9 Frequency Pre-test in Control Class**

No	Interval	Frequency	Percentage
1	48-53	14	39%
2	54-59	12	33%
3	60-65	8	22%
4	66-71	1	3%
5	72-77	1	3%

	<b>N</b>	<b>36</b>	<b>100%</b>
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From the frequency table above, it can be seen that the students' scores in the 48-53 interval class are 14 students (39%), the 54-59 interval class are 12 students (33%), interval class between 69-65 are 8 students, interval class between 66-71 only one students (3%), and the last interval class 72-77 is only one students (3%)

To get a clearer and more complete picture of the data, the researcher presents it in the form of a histogram as follows:



**Figure 4.3 Description Data Pre-Test in Control Class**

In the histogram of control class student score in the pre-test, the lowest interval class is 48-53 for 14 students and the highest is 72-77 is only one students. The histogram also shows the highest frequency at intervals of 54-59 from 12 students.

**b) Score of Post-test in Control Class**

**Table 4.10 Score Post-Test in Control Class**

No	Name of Students	Components of Writing					Score	Grade	Category
		C	O	L	V	M			

1	APN	23	18	16	18	5	80	C	Enough
2	APP	30	20	20	20	5	95	A	Very Good
3	AQA	21	16	16	18	5	76	C	Enough
4	ATMN	24	17	17	17	3	78	C	Enough
5	APB	26	18	17	18	4	83	B	Good
6	AARN	24	17	17	18	4	80	B	Enough
7	ASA	27	18	18	18	4	85	B	Good
8	ANN	28	20	18	19	3	88	B	Good
9	ARP	20	17	18	18	3	76	C	Enough
10	AJF	22	17	18	19	4	80	C	Enough
11	APNR	30	18	19	19	5	91	A	Very Good
12	AAS	26	18	19	19	4	86	B	Good
13	ANFF	24	27	17	18	3	79	C	Enough
14	AGA	24	18	19	19	4	84	B	Good
15	BAM	25	18	19	16	4	82	B	Good
16	BHS	26	18	16	19	5	84	B	Good
17	BRI	30	19	16	18	5	88	B	Good
18	BSB	25	18	17	17	3	80	C	Enough
19	CFPA	16	17	17	16	4	70	D	Less
20	CPYN	30	19	20	20	5	94	A	Very Good
21	DSH	24	17	18	17	4	80	C	Enough
22	DAP	21	17	19	17	5	79	C	Enough
23	DAW	25	17	18	17	4	80	C	Enough
24	DRM	30	19	18	18	5	90	B	Good
25	DWW	28	19	18	19	5	89	B	Good
26	DLP	28	18	18	18	4	86	B	Good
27	DADZ	24	17	18	18	5	82	B	Good
28	DAV	24	17	18	18	4	81	B	Good
29	DIM	26	17	16	17	3	79	B	Good
30	DAS	20	16	16	15	3	70	D	Less
31	DD	27	19	18	19	5	88	B	Good
32	ESF	26	19	17	18	4	84	B	Good
33	EVV	30	19	19	19	5	92	A	Very Good
34	EYS	28	17	17	18	4	84	B	Good
35	EDN	27	18	19	19	4	87	B	Good
36	EFW	25	18	17	17	4	81	B	Good

Based on the data presented, there was an improvement after carrying out the post-test using the Canva application. There are 2 students in the "Less" category, 18 students in the "Good" category, four students in the "Very Enough" category, and then there are 12 students in the "Enough" category. For more detailed it can be seen in the Appendix. From the data, it can be seen that the result as follow control class the total score that students got was 2991. Here it can be concluded that the mean of the control class was 83.



**Table 4. 11 Increasing of Each Component**

No	Components	Pre-Test	Post-Test	Increasing
1	Content	17,78	25,39	5,81
2	Organization	12,6	17,8	5,2
3	Vocabulary	12	17,7	5,7
4	Language Use	12	18	6
5	Mechanic	2,17	4,13	1,96

The table showed that increasing average of students' score between pre-test and post-test in writing ability; Content, Organization, Vocabulary, Language Use, and Mechanic. In pre-test, it could be seen the score in content was only 17.78, in organization was 12.6, in vocabulary was 12, in language use was 12, and in mechanic was 2.17. This result showed their prior knowledge in writing ability. This result was obtained before they got the treatments.

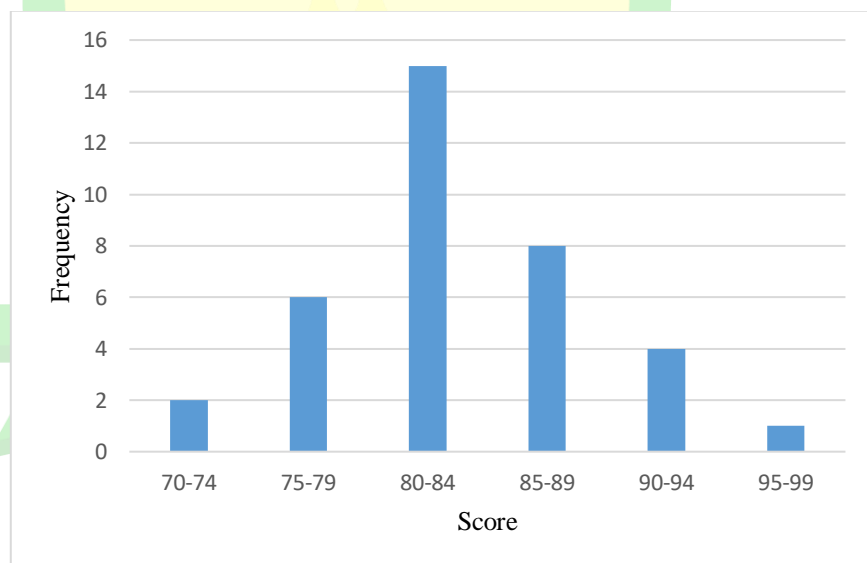
After getting treatment, in post-test, the students score increased. It made the percentage of each component of writing ability higher than pre-test. According to the data, seen in content was 25.39, in organization was 17.9, in Vocabulary was 17.7, in language use was 18, and in mechanic was 1.96. It means that students got improvement after learning by using Canva Application.

**Table 4. 12 Frequency Distribution Post-test in Control Class**

No	Interval	Frequency	Percentage
1	70-74	2	6%
2	75-79	6	17%
3	80-84	15	42%
4	85-89	8	22%
5	90-94	4	11%
6	95-99	1	3%
	N	36	100%

From the frequency distribution table above, it can be seen that students' scores in the 70-74 interval class are 2 (6%), the 75-79 interval class are 6 students (17%), the 80-84 interval class are 15 students (42%), interval class between 85-89 with 8 students (22%), interval class between 90-94 are 4 students, and interval class between 95-99 with one students (3%).

To get a clearer and more complete picture of the data, the researcher presents it in the form of a histogram as follows:



**Figure 4. 4 Description Data Post-Test in Control Class**

In the histogram of control class students' score in the post-test, the lowest interval is 70-74 for 2 students and the highest is 95-99 for 2 students. The histogram also shows the highest frequency at intervals of 80-84 for 15 students.

### 3. The Description of Comparison Data of Pre-Test and Post-test

#### a. The Comparison Data of Pre-Test and Post-test in Experimental Class

A comparison of the pre-test and post test data for the experimental class can be seen in the following table:

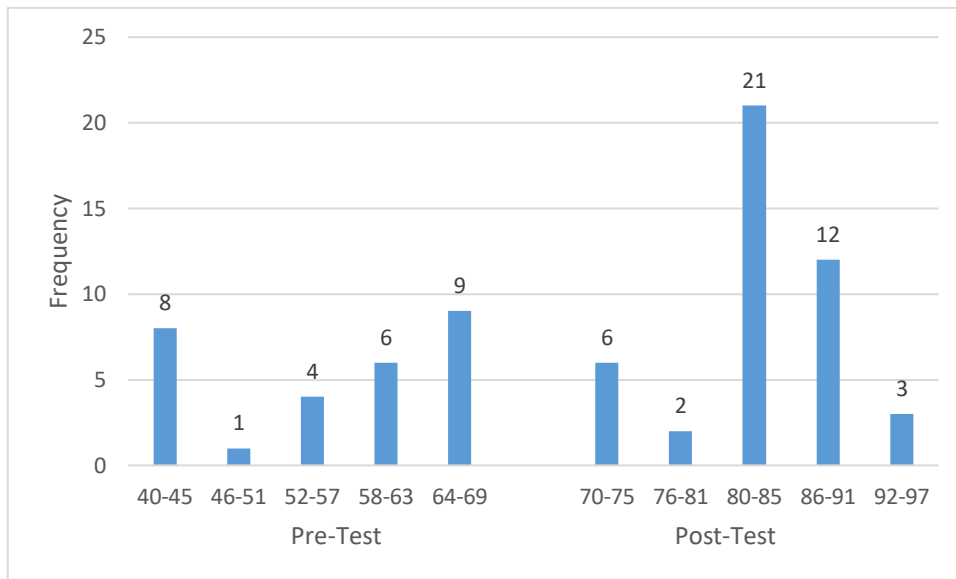
**Table 4. 13 The Comparison of Pre-Test and Post-test in Experimental Class**

Description	Pre-Test	Post-test
Total Score	2154	3062
Highest Score	79	94
Lowest Score	40	80
Mean	63,5	85,5
Median	61	84
Mode	61	80
Range	39	14
Std. Deviation	11	4,17
Variants	121	16
Interval	6	6

Based on the students answer on the experimental class in pre-test and post-test, researcher calculated the students' and most of the students in both grades had good writing ability. The class consisted of 36 students (RPL A). The lowest score before test was 40 points, the highest score was 79 points, the lowest score after the test was 80 points, and the highest score was 94 points.

To obtain a clear and complete description of the pre-test and post-test data for the experimental class, the researcher present the histogram as follows:





**Figure 4. 5 The comparison data of Pre-test and Post-test in Experimental class**

From the histogram above, the pre-test frequency for students' scores between 40 and 45 was 8 students, 46-51 was 1 student, 52-57 has 4 students, 58-63 has 6 students and 64-69 with 9 students'. On the post-test, the frequency of scores for students between 70-75 was 6 students', 76-81 was 2 students', 80 to 85 was 21 students, 86 to 91 was 12 students, and 92-97 for 3 students. The histogram shows that the highest interval was 80-85 in post-test was 21 students and lowest interval 46-51 was 1 student.

**c. The comparison data of Pre-test and Post-test in Control Class**

A comparison of the pre-test and post test data for the control class can be seen in the following table:

**Table 4. 14 The Comparison of the Pre-Test and Post-Test in Control Class**

Description	Pre-Test	Post-test
Total Score	2017	2991
Highest Score	73	95
Lowest Score	48	70

Mean	56	83,3
Median	55,5	82,5
Mode	50	80
Range	25	25
Std. Deviation	6	6
Variants	32,3	33
Interval	5	6

Based on the students answer on the experimental class in pre-test and post-test, researcher calculated the students' and most of the students' in both grades had bad writing. The class consisted of 36 students (RPL C). The lowest score before test was 48 points, the highest score was 70 points, the lowest score after the test was 73 points, and the highest score was 95 points.

To obtain a clear and complete description of the pre-test and post-test data for the experimental class, the researcher present the histogram as follows:

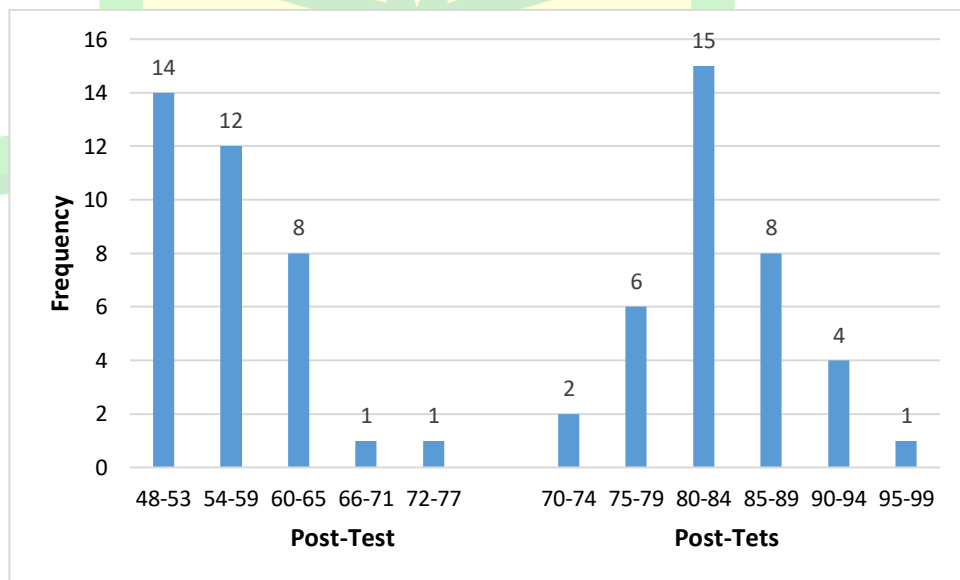


Figure 4. 6 The comparison data of Post-test and Pre-test in Control Class

From the histogram above, the pre-test frequency for students' scores between 48 and 53 was 14 students, 54-59 was 12 students, 60-65 has 8 students, 66-71 has one students and 72-77 was only one students'. On the post-test, the frequency of scores for students between 70-74 was 2 students', 75-79 was 6 students', 80 to 84 was 15 students, 85 to 89 was 8 students, 90-94 for 4 students, and 95 to 99 was only one students. The histogram shows that the highest interval was 95-99 in post-test was one students and lowest interval 48-53 was 14 students.

#### **d. The comparison Data between Experimental and Control Class in Post-Test**

Based on the students answers to the post-test in the experimental and control class, the researchers calculated the scores for the students', with the most students improving in both classes. The experimental class consisted of 36 student (RPL A) with lowest score 80 and highest score of 94. After that, most of the students improved their grades significantly. The control class consisted of 36 students (RPL C) with a lowest score of 70 and a highest score of 95. Students score also increased, but not significantly. To more easily describe the data, researchers present them in the form of histogram as follows:



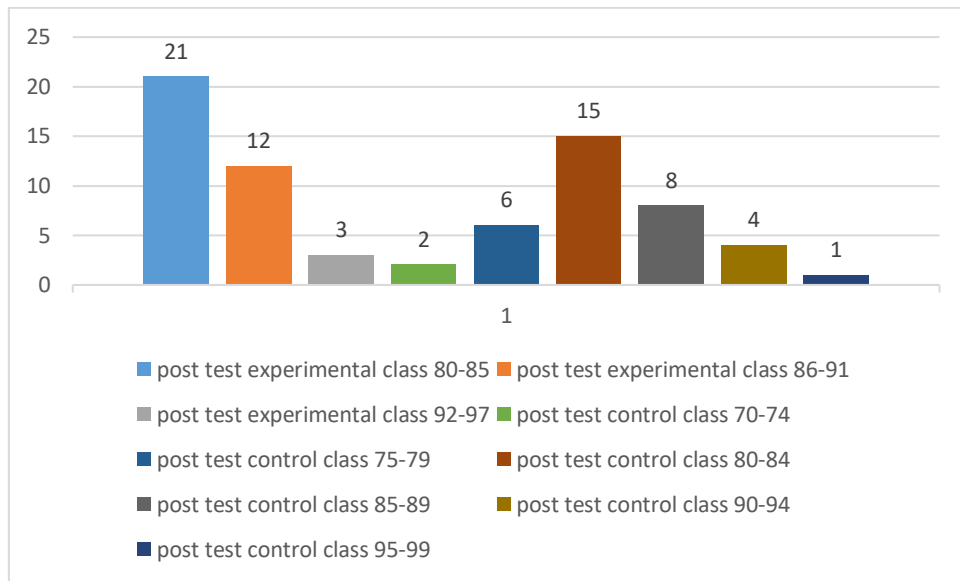


Figure 4. 7 Comparison between Experimental and Control Class in Post-test

### C. Inferential Statistics

#### 1. Assumption Tests

##### a. Normality and Homogeneity Pre-test

##### 1) Normality of Experimental Class and Control Class in Pre-test

Table 4. 15 Normality and Homogeneity in Pre-Test

Class	Normality Test (Sig=0,05)	Homogeneity Test
Experimental Class	0,128>0,05	0,182>0,05
Control Class	0,200>0,05	

This normality test was carried out using the *Kolmogorov-Smirnov* test with a significance level 0.05 or 5%. So, based on the calculation table above, the score from experimental class is 0.128, which means that the score is higher than 0.05 (0.128>0.05)

So, it can be said that the pre-test normality test in the experimental class is normally distributed. While the score for the

control class was 0.075, which means that the score was also higher than 0.05 ( $0.075 > 0.05$ ), it can be conclude that the test normality test in the control class was also normally distributed. This calculation can be seen in Appendix.

## 2) Homogeneity of Experimental Class and Control class in Pre-test

In the research the homogeneity test used the *Levene's Statistic* test where the significance level was 5% or 0.05. To find out the homogeneity score, the researcher must look at the score in the column based on mean in SPSS. In the table above the pre-test scores for the experimental class and control class in the homogeneity test were 0.182, which means higher that 0.05 ( $0.182 > 0.05$ ) so the score is homogeneous.

So, the researcher concluded that the variance of the data on the writing ability of students SMKN 1 Jenangan in the experimental class and control class was homogeneous. The Calculation can be seen in Appendix.

### a. Normality and homogeneity Post-test

#### 1) Normality of Experimental Class and control Class in Post-test

Table 4. 16 Normality and Homogeneity in Post-test

Class	Normality Test (Sig= 0.05)	Homogeneity test
Experimental Class	0.137>0.05	0.136>0.05
Control Class	0.200>0.05	

This normality test was carried out using the *Kolmogorov-Smirnov* test with a significance level of 0.05 or 5%, based on the



calculation table above, the score for the experimental class is 0.137, which means that the score is higher than 0.05 ( $0.137 > 0.05$ ).

So, it can be said that the post-test normality test in the experimental class is normally distributed. While the score for the control class was  $0.136 > 0.05$ , which means that the score was also higher than 0.05 ( $0.136 > 0.05$ ), it can be concluded that the post-test normality test in the control class was also normally distributed. This calculation can be seen in Appendix.

## **2) Homogeneity of Experimental Class and Control Class in Post-test**

In this research the homogeneity test used the *Levene's statistic* test where the significance level was 5% or 0.05. To find out the homogeneity score, the researcher must look at the score in the column based on mean in SPSS. In the table above the post-test scores for the experimental class and control class in the homogeneity test were 0.136, which means higher than 0.05 ( $0.136 > 0.05$ ) so the score homogeneous.

So, the researcher concluded that the variance of the data on the writing ability of students SMKN 1 Jenangan in the experimental class and the control class was homogeneous. The calculation can be seen in Appendix.

## 2. Hypothesis Testing and Interpretation

After performing a thorough test for normality and homogeneity using normally distributed samples, a hypothesis test was carried out using the Paired Samples T-Test. This technique was used to determine whether certain results were significantly different from the average of a sample or to test the difference in the mean of a sample with a hypothetical score. The Paired Samples T-Test or Independent Samples T-Test using IBM Statistical Package for Social Sciences (SPSS) 25.0 software application for Windows was used with a significant level of 0.05.

In the Independent Samples T-Test on SPSS, if the significance score (2-tailed) is less than 0.05, it indicates a significant difference between the initial and final variables. In contrast, if the significance score (2-tailed) is greater than 0.05, it indicates that there is no significant difference between the initial and final variables.

Importantly, in the Paired Samples T-Test, the significance table shows a score of 0.000, which is less than 0.05 ( $0.000 < 0.05$ ). Based on these results, the researcher confidently concludes that "There is a significant effect of Canva Application in improving students' writing ability at grade X SMKN 1 Jenangan". The calculations are thoroughly detailed in Appendix.

## D. Discussion

According to *Bonilla's theory*, teachers play a critical role in guiding students during the writing process.<sup>52</sup> Teachers help students develop writing strategies and respond to their writing, with language teaching being explicit. The teacher must also be able to describe the characteristics of different types of written text, making it easier for students to understand the differences. Writing in a foreign language can be challenging, but it is crucial for interactions and transactions, as well as provide students with opportunities to study abroad. Writing skills in English are also essential activities in schools and colleges, taught as one of the language skills from elementary school to college. Teachers assign writing tasks to students at every level to help them improve their writing abilities.

Researcher conducted a study to improve student motivation in writing by using digital posters made with the Canva application. The study found that using digital posters has positive effects on the learning process and can enhance teaching writing in English. This is because the Canva application has a wide range of poster models with contemporary designs and colors, making it an attractive option for delivering lessons. In addition, using varied images

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<sup>52</sup> Bonilla López, M., Van Steendam, E., Speelman, D., & Buyse, K. 2018. The Differential Effects of Comprehensive Feedback Forms in the Second Language Writing Class. *Language Learning*, 68(3), 813–850.

can help students understand vocabulary easily, which can create interest, creativity, and motivation in students, leading to better learning outcomes.

The study aimed to assess the effectiveness of using the Canva application as a medium for teaching writing skills and evaluate its impact on students' ability to create ideas that can be presented in digital posters. The study found that using the Canva application significantly improved students' writing abilities. Before using Canva, the average score for students' writing ability was 63.5, but after using Canva, it increased to 85.5. This means that using the Canva application is an effective technique for improving writing skills, particularly in Descriptive Text, for tenth-grade students at SMKN 1 Jenangan.

A study was conducted by Fitri Zulhandayani to assess the impact of Canva on the writing skills of students in VIII Hasyim Asy 'Ari SMP Swasta Islam Terpadu Nurul Azmi Medan. The results indicated that Canva had a significant impact on the students' ability to write advertising texts. The study found that by using Canva, students showed more interest in learning and expanding their knowledge about advanced technology, which had a positive influence on them. The study also observed that Canva provided effective support to beginner students in the design field. The findings suggest that Canva can be an effective tool to improve students' writing skills and enhance their interest in learning about new technologies. The project learning model implemented using the Canva application was found to increase student

creativity in designing advertisements, slogans, and posters. This provides enjoyable learning for students as a whole.

Yulinda Utami's research on the influence of Canva applications on creative writing courses revealed that the use of Canva is a highly effective method for enhancing the creative writing abilities of students. Notably, Canva stands out as the most effective Learning Management System (LMS) platform for improving student learning outcomes. Canva is very user-friendly and does not encounter any technical issues during its use. Furthermore, Canva's unique features are remarkable in nurturing creativity and imagination during the learning process.

Based on the findings of this research, the use of the Canva application has a positive impact on the writing abilities of students, particularly those in tenth grade at SMKN 1 Jenangan. This has been supported by several studies, demonstrating that students were able to improve their writing skills. The Canva application has proven to be significantly effective in the research conducted by other scholars and in the related findings. It is an excellent tool for English teachers, especially when teaching writing, as it can facilitate the teaching and learning process effectively.

## CHAPTER V

### CONCLUSION

#### A. Conclusion

Based on the data analyzed, there is a significant difference of students' writing skill by using Canva Application. This was evident from the pre-test scores of students in the experimental class which averaged 63.5 and 56.03 in the control class.

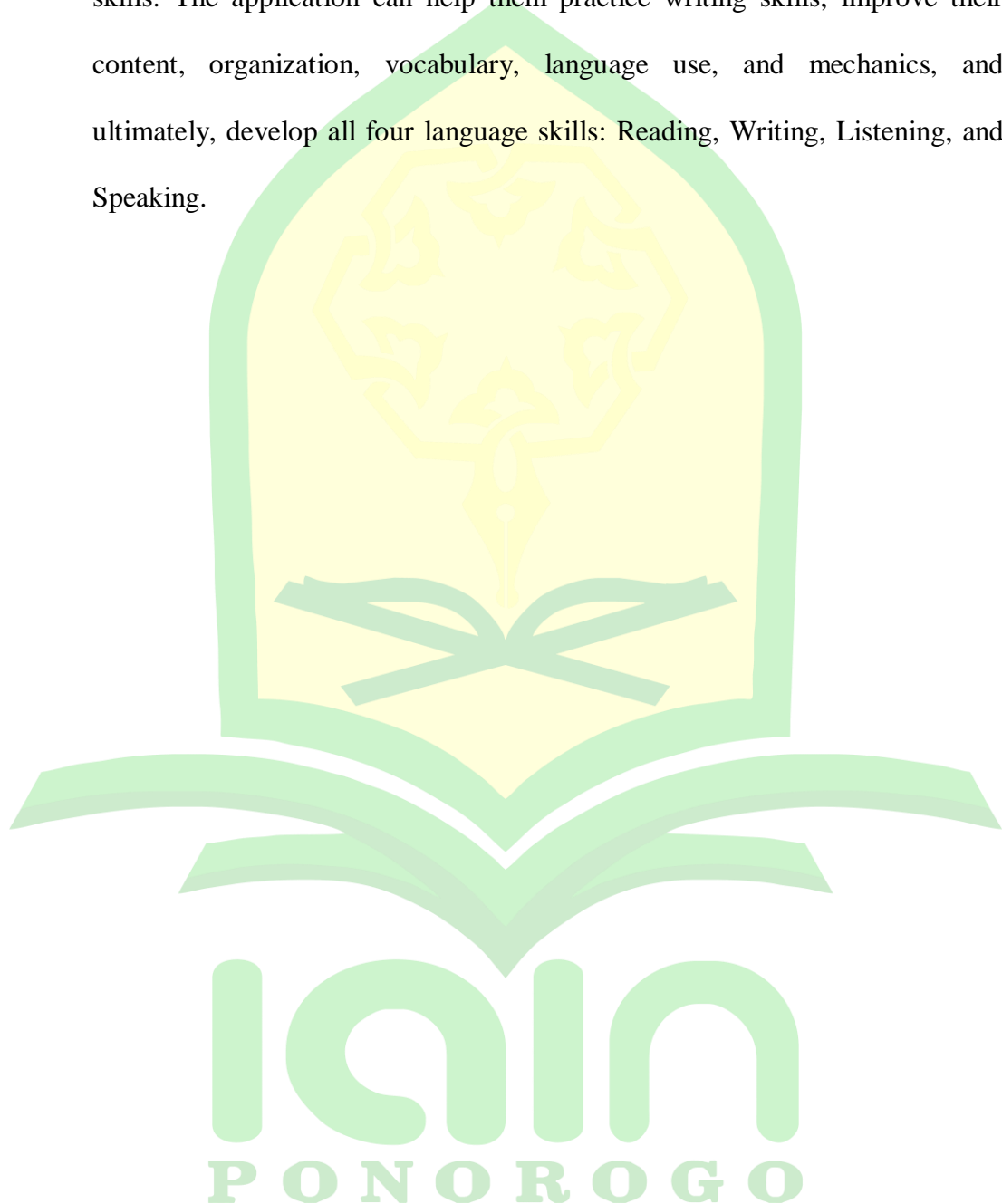
However, after using the Canva Application Media, there was a significant improvement in the writing skills of these students. The average post-test scores of students in the experimental class were 85.5, while those in the control class were 83.

Additionally, the significance score (2-tailed) was smaller than the significance level ( $0.000 < 0.05$ ), which indicates a significant difference between the initial and final variables. Therefore, based on the result of this study, "There is a significant effect of Canva Application Media on the writing skills of tenth-grade students at SMKN 1 Jenangan."

#### B. Recommendation

The research conducted on teaching and learning English has provided valuable insights to the researcher. The study has revealed several areas that need improvement, and based on the findings, certain recommendations have been proposed. Firstly, English teachers are encouraged to incorporate the Canva application in their writing lessons. This is because the application has

proved to be an effective teaching tool in various studies. Secondly, students are advised to use the Canva application to enhance their English language skills. The application can help them practice writing skills, improve their content, organization, vocabulary, language use, and mechanics, and ultimately, develop all four language skills: Reading, Writing, Listening, and Speaking.



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