



The Effect of Using Canva Media on Descriptive Text Writing Ability of Seventh Grade Students

Rais Abin Ramdhana¹, Muhammad Syarfi², Jismulatif³

^{1,2,3}Universitas Riau, Indonesia

E-mail: rais.abin3374@students.unri.ac.id, m.syarfi@lecturer.unri.ac.id, jissunuri@gmail.com

Article Info	Abstract
Article History Received: 2023-11-01 Revised: 2023-02-23 Published: 2024-03-03 Keywords: <i>Writing;</i> <i>Canva;</i> <i>Teaching Media.</i>	This research was aimed to discover whether there is any effect of using Canva as teaching media on descriptive text writing ability of SMP YLPI seventh grade students. The researcher conducted an interview to observe how writing was taught in the school, what were the difficulties students and teachers were facing and how familiar are they with the use of media in teaching. From this interview, researcher noticed that the students have difficulties developing ideas and challenged when learning writing. Experimental research was used in this study. This research is classified as a quasi-experiment, where in conducting this research, the writer involved one group pre-test and post-test design without the use of control group. Sampling technique used in this research was non-probability sampling with purposive sampling technique which took 20 students of class VII ¹ as the sample of this research from the entire population of 37 first year students. The data were collected through a written test which were performed during the pre-test and post-test stage where it showed improvement in students' five indicators which are content, organization, vocabulary, grammar, and mechanical before and after treatment was given. The results showed that the mean score of one group experimental class in pre-test was 60,5 and was 66 in post-test. the improvement of mean score from pre-test to post-test was 5,5. This indicates that Canva improves the students' writing ability. These findings suggest that Canva can be used as a reliable teaching media to teach writing and improves students learning outcomes.

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-11-01 Direvisi: 2023-02-23 Dipublikasi: 2024-03-03 Kata kunci: <i>Writing;</i> <i>Canva;</i> <i>Media Ajar.</i>	Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh penggunaan Canva sebagai media pengajaran terhadap kemampuan menulis teks deskriptif siswa kelas tujuh SMP YLPI. Peneliti melakukan wawancara untuk mengamati bagaimana Writing diajarkan di sekolah, apa kesulitan yang dihadapi siswa dan guru serta seberapa lazim penggunaan media dalam pengajaran bagi mereka. Dari wawancara ini, peneliti menemukan bahwa siswa mengalami kesulitan mengembangkan ide dan merasa tertantang ketika belajar Writing. Jenis penelitian ini adalah penelitian experimental. Penelitian ini tergolong penelitian kuasi eksperimen, dimana dalam melakukan penelitian ini menggunakan desain satu grup untuk pre-test dan post-test tanpa menggunakan kelompok kontrol. Teknik pengambilan sampel yang digunakan dalam penelitian ini adalah non-probability sampling dengan teknik purposive sampling yang mengambil 20 siswa kelas VII ¹ sebagai sampel penelitian ini dari seluruh populasi yang berjumlah 37 siswa tahun pertama. Pengumpulan data dilakukan melalui tes tertulis yang dilakukan pada tahap pre-test dan post-test yang menunjukkan peningkatan pada lima indikator siswa yaitu isi, pengorganisasian, kosa kata, tata bahasa, dan mekanik sebelum dan sesudah diberikan perlakuan. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen satu kelompok pada pre-test adalah 60,5 dan 66 pada post-test. peningkatan nilai rata-rata dari pre-test ke post-test adalah 5,5. Hal ini menunjukkan bahwa Canva meningkatkan kemampuan menulis siswa. Temuan ini menunjukkan bahwa Canva dapat digunakan sebagai media pengajaran yang andal untuk mengajar menulis dan meningkatkan hasil belajar siswa.

I. INTRODUCTION

The advance of technology has changed how human works in daily life, whether in reading news, entertainment and especially in education. In this case, technology can be implemented in the process of teaching and learning within the classroom which commonly occurs with teachers

teaching materials using projectors or students presenting in front of the class using Powerpoint. More advanced use of technology would be in the form of E-books and virtual classrooms, however, in this research author would like to introduce Canva in teaching to see how it would affect students learning outcomes. According to

Geetesh Baajaj (2020) Canva is a multi-purpose design tool which provides abundant of templates and tools that can be useful for design purposes free of charge. In this research, the Canva means as a platform that students can use. Smaldino et, al in Yundayani et, al (2019) mentioned the multiple purposes of Canva are to construct a further solid idea, to reiterate information, and to refresh gathered knowledge.

In this research author decided to focus on the improvement of Writing skills of the students which according to Harmer (2004), describe writing as an activity to share ideas and thoughts to inform or explain to reader. A skilled writer would use planning, drafting, and editing strategies to organize the proper content. Meanwhile, the focus of the writing skill will be how the students write descriptive test which deals with visual forms and characteristics according to Kane (2000). Byrne in Roza (2011), stated, there are five components in writing including (1) Organizing idea, Idea is the most crucial component in writing, without it, it is difficult to compose a meaningful writing; (2) Grammar, Grammar is the indication of proper use of language. It is important to make the writer's writing communicative to a vast variety of readers within diverse situation; (3) Vocabulary, Vocabulary is considered essential in writing as it provides writing with more context of what the writing is telling in the writing with wide range of words; (4) Mechanics, includes Punctuation which helps reader determine intonation while reading and capitalization of the letters; (5) Content, Content is where the writer develops the ideas for their writing.

The implementation of Canva in teaching writing is supported by several previous studies that had done similar research about using Canva to teach writing and as proven by Beaufils & Duarte (2018), who found improvement in students' writing ability using Canva as visual media in an experimental group that shows Canva reliability as teaching media as it stimulates students' development in their ideas. The use of Canva as visual media is approved by another study by Suhartono and Larasati (2016), which within their research stated that most of the students give good response and furthermore concluded that based on the students' enthusiasm improves their writing ability because the students were more eager to listen to the lesson hence understanding the material more. For further proof of using Canva in teaching writing is provided by Anwar et al. (2023), which implemented Canva in teaching descriptive text

and within their conclusion obtained increased learning outcomes.

Based on these previous studies, it proves that Canva can be a reliable media especially visual media to teach writing or in this case, teaching descriptive text and achieving good results or even better performance from the students whom perform better because they would indulge more in learning and as a result would be more eager to learn increasing their learning outcomes.

II. METHOD

Experimental research was used in this study. This research is classified as a quasi-experiment, which according to Abraham and Macdonald (2011), is a research identical to experimental research where there is an existence of a manipulating independent variable, however, devoid of control group, random assignment, random selection and active manipulation. In conducting this research, the writer involved one group pretest-posttest design. A pre-test is given before to treatment. In between, treatment was done by applying Canva in the teaching of descriptive text which consisted of four meetings. The post-test was then performed at the end to determine how effective it is.

According to Sugiyono (2013), a population is a generalization area composed of objects or people with particular characteristics and traits that the researcher has selected to study and make conclusions from. The population of this research were the first-grade students of SMP YLPI Pekanbaru. The total population of 37 students in two classes. The sample is a number of select people from a total population chosen as test subject, Sugiyono (2013). From this understanding, sample is a representative individual selected for research purposes. Sampling technique used in this research was non-probability sampling with purposive sampling technique which according to Sugiyono (2016) is a sampling technique with a consideration to why this particular population be selected as sample.

Quantitative data was acquired from students writing essays which then used to be analyzed. The author used a rater to analyze the data. One rater helped in this research. The next step to do is to know the real score of the student by using the formula below:

$$RS = \frac{TS}{n} \times 100$$

Where:

RS = each individual real score

TS = aspect of writing total score

An adjusted rubric was utilized to grade the test papers in order to evaluate the paragraphs that the group had produced. Students shall obtain a total sum of 100 points, with 40 points for a clear presentation of the main idea and 30 points for both good organization and proper use of language. According to Arikunto (1998), below is the table for students' scoring rubric:

Table 1. Interpretation of the students' scoring rubric

Score	Category
80-100	Excellent
66-79	Good
56-65	Sufficient
40-55	Low
> 40	Poor

The data statically analyze using SPSS Statistics 22

III. RESULT AND DISCUSSION

A. Result

A test was conducted to collect necessary data which was to write descriptive text. The score of the test consist of five indicators. The indicators measured are content, organization, vocabulary, grammar and mechanic. After conducting the test, the result in form of students' scores were tabulated.

Table 2. Students' Writing Descriptive Text Score at Five Indicator of Pre-test

Sample	C	V	O	G	M	Total Score	Score
1	75	50	75	50	50	300	60
2	75	50	75	50	50	300	60
3	100	50	75	75	75	375	75
4	100	50	75	50	100	375	75
5	75	50	100	75	50	350	70
6	50	50	55	50	50	255	55
7	50	55	50	50	50	255	55
8	75	50	50	55	25	25	55
9	25	50	50	75	50	250	50
10	50	50	75	50	50	275	55
11	70	60	75	60	60	325	65
12	60	70	75	60	60	325	65
13	50	50	50	50	25	225	45
14	60	60	75	70	60	325	65
15	50	75	50	50	50	275	55
16	75	50	75	55	50	325	65
17	50	50	75	50	50	275	55
18	50	75	50	50	50	275	55
19	50	75	50	75	50	300	60
20	50	50	75	50	50	275	55
Total score	1240	1120	1330	1150	1055	5315	1210
Mean	62	56	66.5	57.5	52.75	265.75	60.5

Note:

C: Content G: Grammar

V: Vocabulary M: Mechanic

O: Organization

Based on the data above from 20 students were classified 10 (50%) students were categorized Low, there were 7 (35%) students categorized sufficient, it was 3 (15%) students were categorized good and there were no students categorized as excellent. From the data above, total score of 20 students was 1220 before doing treatment. Here, it can be calculated that the mean score of experimental class in pre-test was 60.5. It means that the students' means score classified as insufficient level. After teaching fourth meeting in experimental class by using Canva media, a post test was conducted in the last meeting. The score of the test had been taken as research data.

Table 3. Students' Writing Descriptive Text Score at Five Indicator of Students' Post-test

Sample	C	V	O	G	M	Total Score	Score
1	100	75	75	50	50	350	70
2	75	75	75	75	75	375	75
3	100	75	75	75	75	400	80
4	100	75	100	50	100	425	85
5	75	75	100	75	75	400	80
6	75	50	50	75	50	300	60
7	50	75	50	50	50	275	55
8	75	50	75	50	25	275	55
9	75	50	50	75	50	300	60
10	75	50	75	50	50	300	60
11	100	100	100	100	75	475	95
12	75	75	75	50	50	325	65
13	75	50	50	50	25	250	50
14	75	75	75	50	50	325	65
15	75	50	75	50	50	300	60
16	75	50	50	50	50	275	55
17	50	50	75	75	50	300	60
18	50	75	75	50	50	300	60
19	75	75	50	75	50	325	65
20	75	50	75	50	75	325	65
Total Score	1525	1300	1425	1225	1125	6600	1320
Mean	76.25	65	71.25	61.25	56.25	330	66

Table 3 displays students score of post-test in writing descriptive text. Based on the data above from 20 students were classified that 10 (50%) students were categorized sufficient, it was 4 (20%) students were categorized excellent, it was 4 (20%) students were categorized low and it was 2 (10%) students were categorized good. The data showed that students' ability in writing descriptive text was categorized as good. It proved that students got improvement in writing. Furthermore, the maximum score was 95 while the minimum was 55. From the data above, total score of 20 students was 1320 before doing treatment. Here, it can be calculated that the mean score of experimental class in pre-test was 66. It means that the students' means score classified insufficient level.

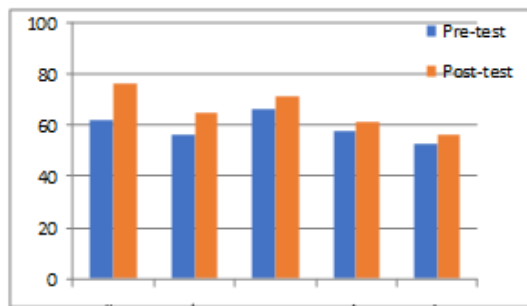


Figure 1. Students Writing Ability on Descriptive text

Based on diagram 4, it showed the students' ability in writing such indicators of descriptive text for pre- test and post-test experimental class. It could be seen that the students' writing ability in descriptive text from the higher to lower score on each indicator. From the diagram we can be seen some indicator received improvement from pre-test to post test. Here are the improvements of each indicator from the higher score to lower score. The first, indicator content from **62 to 76.25**. The second, indicator vocabulary got improvement from **56 to 65**. Third, indicator organization got improvement from **66.5 to 71.23**. Fourth, indicator grammar got improvement from **52.75 to 56.25** Fifth, indicator mechanics from **57.5 to 61.25**. From the data above, we can conclude that the students' ability in writing of descriptive text in experimental class on 5 indicators got improvement from pre-test to post test. They were content, vocabulary, organization, grammar and mechanics.

The result data of students' writing ability by using Canva media calculated by SPSS taken from pre-test and post-test can be seen in the table 5.

Table 5. The Students' Statistics of Pre-test and Post-test in Experimental Class

		Mean	N	Std. Deviation	Std. Error Mean	Min.	Max.
Pair	Pretest	60.5000	20	12.12870	2.71206	45	75
	Posttest	66.0000	20	11.53941	2.58029	55	95

From table 5, It can be seen that there were 20 students in one group experimental class. In the pre-test maximum was 75 and minimum was 45. While the post- test maximum was 95 and minimum was 55. Besides, the mean score of pre-test 60.5 and mean score of post-test was 66. The standard deviation in pretest was 12,12 and post-test

11,53. The standard error mean in pre-test was 2,71 and post-test was 2,58. It means the student had improvement in writing ability, it was proved by students total score had improvement after treatments by using Canva media.

B. Discussion

In this study, the students showed positive response towards the use of Canva in learning writing which means that students were enthusiastic in the lesson. This aligns with the previous study done by Suhartono and Larasati (2016), which within their research stated that most of the students give good response and furthermore concluded that based on the students' enthusiasm improves their writing ability. Thus, students' enthusiasm when learning plays an important role in their learning outcome.

Furthermore, in the study findings, the most significant change in the five indicators was content, vocabulary and organization which were expected to improve the most because visual media helps stimulates students' development in their ideas.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

This research uses Canva as a teaching media to teach Descriptive text to motivate the students and increase their writing ability. Thus, establishes the objective of this research which is to find out whether there is a significant influence of Canva media on SMP YLPI Marpoyan Pekanbaru students' ability in writing descriptive tex. This research used one group in the experiment. The teaching of writing ability of descriptive text by using Canva media is as the experimental group which the sample was taken from class VII-1 with 20 students taught writing by using Canva as media

Based on the data, the result of the pre-test and post-test showed that the students' ability in writing increased. The location of the research was at YLPI Junior Highschool Pekanbaru which is located at Jl. K.H. Nasution KM 11 Pekanbaru, Riau, with the first-year students of SMP YLPI Pekanbaru 2022/2023 chosen as the population and 20 students were taken as sample for this research.

According to the data, the conclusion can be drawn that the influence of students' writing ability of descriptive text by using Canva media, second years of YLPI Junior

Highschool Students make the progress. Because the students' mean score increase from pretest to post-test. The mean score of pre-test was 60,5 and post-test was 66. It is evident that the improvement of the Mean score is significant. Thus, proving that the researcher's hypothesis that there will be a positive influence of Canva media on the writing ability of YLPI Junior Highschool students.

B. SUGESSTION

Based on the conclusion, researcher would like to give recommendation to several people in order to continue or inherit the knowledge which has been found in this research. Firstly, the students, it is expected for the students to improve their writing ability better, especially the lacking aspects which writer found still low according to the data, such as grammar and mechanics which are important in writing to create a correct and appropriate writing.

As for the teachers, they may make use more of Canva when teaching. It has been proven in this research that Canva engages students when learning writing, it can also serve as alternative teaching media that is free to use and practical. Especially, in the digital era where technology is inseparable from daily lives, including teaching and learning.

And lastly for other researchers, especially those who interested in using Canva as teaching media, it is suggested that they do similar research related to this topic at a higher level of education such as high school or university level. Therefore, Canva is expected to improve the students' writing ability better because of students' advanced English proficiency level.

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