

How Does Canva Application Effect Students' Writing Skills on Narrative Text for The Tenth Grade of SMAN 1 Kesamben

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Abstract: This research aims to find out the effectiveness of the Canva application in improving students' writing skills in narrative texts in class X-A with a total of 30 students at Sman 1 Kesamben. The design of this research is Pre Experimental using One Group Pretest-Posttest. In One Group Pretest-Posttest there are 3 steps, first the researcher gives a pre-test, then carries out treatment, and after treatment the researcher gives a post-test. To obtain data the author used a test, before the test was tested on students, a trial test was carried out at the same level to determine the reliability and validity of the test. Data analysis techniques use SPSS version 23. The results of this study show that the average pre-test score is 69 and the average post-test score is 82, this shows that the post-test score and average are better than the pre-test. Apart from that, the t-test result showed that the score was sig. (2-tailed) <0.05 means there is a difference between the scores from the pretest and posttest. This means that the hypothesis will not be rejected and the alternative hypothesis will be accepted, which can be interpreted as meaning that there is a significant influence of using Canva on the writing skills of class X-A students at SMAN 1 Kesamben. Based on the results of this research, it is recommended for teachers to use the Canva application in learning English, especially writing skills so that students can learn easily and have fun. Apart from that, it is recommended for future researchers to research the use of the Canva application in learning with other topics to find out students' or teachers' responses to using the Canva application.

Keywords: Canva, Writing Skill, Narrative Text

INTRODUCTION

English plays an important role in the world of education. This statement is proved by Ratnaningrums (2021) evidence which along with the development of modern technology and science as well as scientific discoveries papers, most of which are published in English. In Indonesia this language is taught by the fundamental of The Decree of Minister of Education, Culture, Research, and Technology about Kurikulum Merdeka (Makarim, 2019). This phenomenon recommends that students will not only have a high level of education but also requires special skills language skills for the main outcome of English education in Indonesia (Pattymahu, 2012).

In Indonesia, EFL students must master English skills for written communication and academic purposes, such as writing letters, essays, papers, articles, journals, project reports, theses, and so on (Sufatmi and Aizan, 2016). So, writing skill has abundant objectives to make the student able to make words, sentences, or paragraphs in English. The writing skill is the skill that can provide one of the expertise in mastering English. The difficulty of writing skill is not just because in implementation, but also its production. Novariana et al. (2018) said that writing requires students' understanding of the concept of a type of text in English. The basic point that makes writing difficult is the use of language aspect or ability in writing likes

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punctuation, spelling, grammatical, vocabulary, etc. (Pratiwi, 2021). Writing requires integrating all the techniques and skill to compose words into sentences, combining sentences into paragraphs, and even texts or essays (Zilka, Rahimi, & Cohen, 2019).

This evidence shows that the learning process by the teacher also has the role in the student achievement rate. Gultom (2015) argued that as the success of TEFL in Indonesia depends on a large extent on the competence of the teacher. They should be able to make a good ambience in the classroom, as well as using various methods and media in developing the four language skills of the students. Teachers who are innovative and use the student-centered approach will certainly be able to attract the interest and motivation of students in learning, and will affect their learning achievement. Not only based from the teacher, but also needs the habituation to the students for learning writing. As revealed by Tarigan (2013: 4) these writing skills will not come automatically, but must go through lots of and interesting exercises and practices to learn.

To enhance students' writing skills, teachers should utilize instructional media. In the current situation, students prefer engaging in activities using technology. Several researchers (Hernandez, 2017; Wiyaka, Mujiyanto, & Rukmini, 2018) have demonstrated that technology is an essential language teaching tool, as its use can enhance student motivation in learning English. By utilizing digital era literacy, inventive thinking, higher-order thinking skills (HOTS), and sound reasoning, effective communication, and high productivity can be fostered among students (Tinio, 2002). So, using technology is projected will enhance the student's achievement in writing.

Gilakjani (2013) said that the use of technologies has the great potential to change the existing language teaching methods. The use of technology in English teaching consolidates a comprehensive view of modern means systems and connections with other components, benefiting students by achieving desired results. The technology that can be use for teaching writing are Google Classroom, Microsoft Word, Google Docs, Quizziz, Canva, etc. The researcher eager to examine Canva as the English teaching writing technology because Gehred (2020) said Canva is a comprehensive design tool that is simple to use and wonderful for pros and beginners alike. This simple and wonderful aspect of the design tool was for the main research for the students' writing achievement. Canva is a graphic-design tool website, is a visual technology media with a drag-and-drop format, and provides access to over a million photographs, graphics, and fonts (Yundayani and Susilawati 2019: 170). Canva can be integrated to promote the teaching and learning process. Smaldino et al. (2015) state that visuals in the classroom, including Canva, can serve more than one purpose, such as first,

making abstract ideas concrete; second, motivating students; third, providing direct attention; fourth, reinforcing information; fifth, recalling previous knowledge; and sixth, reducing learning effort. Canva is believed to be a tool that can transition from abstract ideas to mind maps with just a few clicks.

For the usage of Canva, the researcher try to combine it by a visual learning tool called mind mapping. Smaldino et al., (2015) stated that visuals in class, including Canva, can serve more than one purpose, such as; creating ideas ; to motivate students; giving direct attention; repeating information; to remember previous knowledge; and reduce learning effort. In addition, it can create a positive learning environment through whatever facilities are provided, thus affecting the concentration, memory, and attitude of students. Utilizing mind mapping techniques is the single best way to maximize your narrative text writing skills.

METHOD

In this study, the authors conducted a quantitative study using the pre-experimental design method, type one group pretest-posttest (preliminary test, final test, single group). Sugiyono (2013: 107) states that the experimental research method can be interpreted as a research method used for seeks the effect of certain treatments on others under controlled conditions. Arikunto (2010: 124) says that one group pretest-posttest design is a research activity that provides an initial test (pretest) before being given treatment, after being given the treatment then give the final test (posttest). After seeing this understanding, it can be concluded that the results of the treatment can be known more accurately because they can be compared with the situation before being given treatment. The use of this design is adapted to the purpose to be achieved, namely to determine students' writing skill on learning to identify effective sentence elements in the previous narrative text and afterand after being given treatment. The one group pretest-posttest design consists of one group which has been specified. In this design, the test was carried out twice, before being given treatment is called pre-test and after treatment is called post-test. As for the research pattern of the one group pretest-posttest design according to Sugiyono (2013:75). This research was conducted at SMAN 1 Kesamben, located on Bromo Street, Kesamben Sub-district, Blitar Regency. The subjects of this research were students of class X-A SMAN 1 Kesamben. The research subjects were students of class X-A with a total of 30 students.

RESULTS AND DISCUSSIONS

This research is oriented to examine the effectiveness of using the Canva application to enhance writing skills among high school students. The data description collected from the

narrative test, as explained earlier, indicates an improvement in students' writing skills. This is supported by the frequency and percentage of the average scores, with the pre-test showing 69.17 and increasing to 81.00 in the post-test. Based on the above findings, implementing the mind mapping method using Canva application in the classroom has led to an improvement in students' writing skills. The increase in writing scores after providing the mind mapping method was significantly better than before the treatment was given to the students. Prior to the treatment, students' writing skills in content and organization were categorized as poor. After the treatment, their skills significantly improved.

The researcher conducted a one-group pre-test post-test design to improve students' writing skills in narrative texts. This was carried out within the pre experimental research design. There were 30 students involved in the writing class. The sessions were conducted both in online and face-to-face learning settings. Additionally, from the paired sample t-test results, it was found that the Sig. (2- tailed) value was <0.05 . This means that there is a significant difference between the learning outcomes of the pre-test and post-test data. Therefore, it can be concluded that the Canva application can enhance the achievement of students in class X-A in learning narrative texts at SMAN 1 Kesamben.

CONCLUSION

The results of test showed that students' writing performance on the post test was significantly higher than the pre-test. Thus, the null hypothesis formulated is rejected. With regard to the students' voices towards the use of Canva, it can be noted that students appreciate the use of Canva and believe that Canva offers great advantages in improving their writing performance. Basically, most students mentioned that the use of Canva in writing supports them by providing pictures, color, images, photos, font, and graphics. They were equipped to develop their idea of writing. They believed the use of Canva made them more creative in English writing. By using Canva, they also found the writing process easier. It became effortless to deliver their ideas through Canva as well as making it easy for readers to understand the messages. Finally, students said they were more motivated to write and the use of Canva can lower their anxiety. Using Canva as a technology media helps students improve the quality of their writing performance. They also get to know how to apply technology to language learning. Furthermore, learning foreign language is believed to be a fun activity for the students. Overall, students view Canva as a useful and practical learning tool to promote their writing.

It was known that the average value of the class before the writing treatments with the Canva application was 69,17, whereas the average value of the class after writing treatments with the Canva application was 81,00. From the fact, it was sum up that the students' writing skill achievement. Moreover, based on the result of paired sample t-test it was known that Sig. (2- tailed) = 0.000. Therefore, it can be concluded that the Canva application is effective to increase the writing achievement of X-A class in learning writing of narrative text at Sman 1 Kesamben.

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