

THE EFFECT OF 'CANVA APPLICATION' ON STUDENTS' WRITING ABILITY IN RECOUNT TEXT

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Abstract

The aim of this study is to investigate the impact of using the Canva application on students' writing ability in Recount text. The research methodology employed was pre-experimental research with a one-group pretest-posttest design. The population consisted of all eighth-grade students (117 students) at SMP Negeri 3 Tegal, and a sample of 22 students was selected using a simple random sampling technique. Data collection involved conducting pretests and posttests, and the data were analyzed using the research data analysis formula and SPSS 22 application. The pretest mean score indicated that students' ability in writing Recount text before using the Canva application was 62.636. After implementing the Canva application, there was a noticeable effect, as evidenced by the posttest mean score of 70.59. To further support the findings, scientific calculations were performed using the SPSS application. Since the Sig. value was less than 0.05, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted, indicating that the Canva application is effective in improving writing skills. Based on the research results, it can be concluded that the use of the Canva application has a significant impact on students' ability to write Recount text in the eighth-grade class at SMP Negeri 3 Tegal. This suggests that students should engage in more writing practice using the Canva application, and teachers are recommended to incorporate Canva into their writing instruction, particularly for Recount text.

Keywords: Writing Ability, Canva Application, Recount Text

1 INTRODUCTION

The capacity to write well is a crucial component of language proficiency, particularly in terms of productive language abilities. According to Klimova (2011) writing occupies a unique position in the field of language education since it is the only one of the four language skills—speaking, listening, and reading—that necessitates practise and mastery before it can be accomplished. It is anticipated that students would acquire proficiency in written communication in order clarify their thoughts. Language proficiency is a crucial talent that holds significant importance as it is evaluated in standardised exams, primarily aimed at evaluating students' academic progress in terms of their knowledge and writing abilities (Harmer, 2004). Therefore, writing, as a productive ability, can be defined as a pivotal role in the process of acquiring a language. Teaching writing in a foreign language, such as English as a Foreign Language (EFL), necessitates the integration of proficiency in the target language alongside effective pedagogical techniques and strategies. These approaches aim to enhance both teachers' and students' capacity to effectively utilise the English language. Currently, technology has an impact on all fields, including education to a significant degree. Various technologies have been employed in the field of education, specifically in the context of English as Foreign Language (EFL) learning. These technologies have been utilised to enhance four key language skills: writing, listening, speaking, and reading.

The researcher has referenced statistical data from many studies that indicate students frequently encounter challenges pertaining to structure, coherence, and the utilization of acceptable language elements in their written work. The present study was undertaken subsequent to the researcher's observation of a prevalent difficulty among students of 8th grade at SMP N 3 Tegal in academic year of 2022/2023 in the realm of writing, particularly in the genre of recount text. The researcher additionally noted the increasing prevalence of the Canva program as a means of generating visual material. This prompted the researcher to investigate whether the Canva application could have an impact on students' writing proficiency in the genre of Recount text.

The researcher selected this topic due to its practical consequences. Teachers could consider integrating the Canva application into their instructional strategies as a means to enhance students' writing proficiencies. Simultaneously, learners can derive advantages from the availability of a tool that fosters a more captivating and interactive writing experience. Specifically, the researcher will focus on

students' writing skills based on the recount text genre using the use of Canva application. In this study the writing concept will depend on the theory of Jacobs (1981) which states that the typical of academic writing consists of content, organization, language use, vocabulary, and mechanics.

This study was conducted for two reasons, practically and theoretically. Practically, the students have limited opportunities to practice and enhance their writing abilities. Considering the phenomena and the facts exist, the researchers state the problems in the following research questions; how is the students' writing ability in Recount text?, how is the effect of Canva application on students' writing abilities in Recount text?

. According to Brown (2001), writing is a written product that requires specialized abilities such as thinking, drafting, and rewriting. It necessitates the ability to generate ideas, organize them simply, use language features and verbal concepts to put them well together in a written form, revise text for better and clear meaning, edit text for accurate grammar, and produce a final result. In other words, writing demands students to be able to articulate ideas and communicate effectively with others. Jacobs also mentions components of writing, namely content, organization, language use, vocabulary, and mechanics. Finally, it can be inferred that writing has some features like communicative purpose, stages, and linguistic features. In addition, genre must belong to a particular course and form.

In this current situation, students prefer to participate in their activities using technology. Several researchers (Fauziyah et al., 2016; Larasati & Rustandi, 2022) point out that technology is an important language teaching tool in this sense since the use of technology can increase students' motivation. They are equipped with digital age literacy, inventive thinking, high-order thinking and sound reasoning, effective communication and high productivity (Tinio, 2002). Students need those to develop their language skills, including writing skills. One of the controversial issues in foreign language teaching was the level of technology use required in writing classes, including media formats.

Media formats refer to the various physical forms through which content is presented and shown, and they play a crucial role in facilitating the learning process. Visual media, specifically, is a type of media that is utilized for language learning purposes. Examples of visual media include computer screen diagrams, whiteboard drawings, photographs, graphics in books, cartoons, and so on (Smaldino, Lowther, Mims, & Russell, 2015). This form of media offers a learning experience that aligns with the students' digital native characteristics. Additionally, visual media aids English as a Foreign Language (EFL) students in expressing themselves and effectively communicating with others.

Canva can make designs for print media that are more complex (such as flyers, posters, invitation cards, and brochures). Canva allows users make posters, presentations, flyers, infographics, book covers, newsletters, reports, and more to show what they know about a wide range of topics (Waring, 2021). When students have a positive outlook on their circumstances, they are more likely to develop a positive attitude towards their activities and demonstrate a greater willingness to actively engage in the learning process. Effective learning occurs when students have meaningful experiences that facilitate comprehension and make it easier to recall information. Canva offers students a dynamic experience that encourages their involvement in the creative process, allowing them to reinforce their understanding by recalling their prior knowledge. This repeated engagement with information enhances the learning experience.

This present study aims to investigate whether there are statistically significant differences in students' writing performance when utilizing Canva compared to non-Canva methods. Furthermore, the study seeks to gather student perspectives on the implementation of Canva in teaching writing. Hence, the purpose of this study is to examine whether there are any statistically significant disparities in students' writing performance when Canva is utilized compared to when it is not employed. Additionally, the study aims to explore the students' perspectives on the integration of Canva as a teaching tool for writing.

2 METHODOLOGY

The research design of this research was pre-experimental with pre-test and post-test. It was aimed to know whether applying Canva as media can give any effectiveness in writing skill especially Recount text at the eighth grade in SMP N 3 Tegal. The following is the formula :

Table 1: Pre-test and post-test design

Group	Pre-test	Treatment	Post-test
A	T ₁	X	T ₂

The research was conducted at SMP N 3 Tegal, utilizing quantitative research methods for data collection and analysis. The duration of the research was approximately one month, during which data was collected. The target population for this study was the eighth-grade students of SMP N 3 Tegal in the academic year 2022/2023. There were four classes in the eighth grade, consisting of a total of 117 students. The sample for the research was selected using simple random sampling, and class 8D, which comprised 22 students, was chosen as the sample group.

To collect data, the researcher administered a pre-test to assess the students' prior knowledge and writing ability in recount text before any treatment was given. The pre-test aimed to gauge their skills before the introduction of the Canva application. Subsequently, a post-test was conducted using the Canva application, focusing on students' writing skills in creating a recount text about their memorable or recent holiday and holiday at home. The researcher did not employ the Canva application during the pre-test, but it was utilized during the post-test to evaluate the impact of its usage on the students' performance.

Table 2: Rubric of Scoring Writing Test

Score	Level	Description
Content	30-27	EXCELLENT TO VERY GOOD: well-informed, substantial, demonstrating thorough development of ideas, and being relevant to the assigned topic.
	26-22	GOOD TO AVERAGE: familiarity with the subject matter, the adequacy of the content coverage, the limited extent of idea development, and the overall relevance to the assigned topic, although it lacks in-depth details.
	21-17	FAIR TO POOR: limited understanding of the subject matter, lacks substantive content, and fails to adequately develop ideas, having insufficient quality.
	16-13	VERY POOR: lacks any demonstration of understanding or knowledge regarding the subject matter, lacks substance or depth, is not relevant to the topic, or provides insufficient information to make a proper evaluation, its quality is considered inadequate.
Organization	20-18	EXCELLENT TO VERY GOOD: a well-written piece demonstrates fluency in expression, clear and well-supported ideas, conciseness, effective organization, logical progression of thoughts, and overall cohesiveness.
	17-14	GOOD TO AVERAGE: a written work may demonstrate a somewhat uneven

		flow, with organization that is not tightly structured, the main ideas remain noticeable, the support provided for these ideas may be limited, the sequencing of thoughts generally follows a logical pattern, although it may be somewhat incomplete.
	13-10	FAIR TO POOR: a lack of fluency, confused or disconnected ideas, absence of logical sequencing, and inadequate development of thoughts.
	9-7	VERY POOR: a complete lack of communication, absence of organization, and insufficient content to facilitate a proper evaluation.
Vocabulary	20-18	EXCELLENT TO VERY GOOD: a sophisticated range of vocabulary, skillful selection and usage of words and idioms, mastery of word form, and appropriate register.
	17-14	GOOD TO AVERAGE: adequate vocabulary range, occasional errors but meaning remains clear.
	13-10	FAIR TO POOR: limited vocabulary range, frequent errors in form, idiom usage, choice, leading to confusion or obscurity of meaning.
	9-7	VERY POOR: primarily translation-based, with minimal knowledge of English vocabulary.
Language Use	25-22	EXCELLENT TO VERY GOOD: effective use of complex constructions, with minimal errors in agreement, tense, number, word order, function, articles, pronouns, and prepositions.
	21-18	GOOD TO AVERAGE: effective use of simple constructions, occasional issues with complex constructions, multiple errors in agreement, tense, number, word order, function, articles, pronouns, and prepositions, but meaning is rarely not confusing.
	17-11	FAIR TO POOR: significant problems in both simple and complex constructions, frequent errors in negation, agreement, tense, number, word order, function, articles, pronouns, and prepositions, as well as issues such as fragments, run-ons, and deletions, resulting in confusion or obscurity of meaning.

	10-5	VERY POOR: lacks proficiency in sentence construction rules, abundant errors, limited communication or insufficient for evaluation.
Mechanic	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors in spelling, punctuation, capitalization, and paragraphing.
	4	GOOD TO AVERAGE: occasional errors in spelling, punctuation, capitalization, and paragraphing, but meaning remains clear.
	3	FAIR TO POOR: frequent errors in spelling, punctuation, capitalization, paragraphing, and poor handwriting, leading to confusion or obscurity of meaning.
	2	VERY POOR: no mastery of conventions, extensive errors in spelling, punctuation, capitalization, paragraphing, illegible handwriting, or insufficient content for evaluation.

Table 3: Rating Scale

No	Components	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language use	25
5.	Mechanic	5
Total		100

3 RESULTS

Most of the important thing in a research is the results of the data. In this section, the researcher is going to present the results of the data that have been collected from experimental class at the eighth grade students especially 8D class of SMP Negeri 3 Tegal.

3.1 Data Collecting Technique

In this study, the researcher administered a pre-test and a post-test. The participants in the experimental group completed a pre-test and post-test in order to evaluate their level of comprehension related to Recount material. Before treatment, a pre-test was administered to assess the writing abilities of the students. The researcher instructed that the students produce a simple personal Recount narrative telling their most recent holiday or vacation. After doing a pre-test, the researcher continued to deliver the treatment. As the treatment, the students were shown and told

how to make a digital poster of the Recount text using Canva. Students were given a post-test and told to finish it on their own. The researcher asked the students to take the same test as the pre-test, but this time the text was about staying home for the holidays. The post-test was designed to identify differences in the students' learning results following treatment. The test result would be analyzed using statistics.

3.1.1 Pre-test

Several activities were conducted prior the treatment. Firstly, the lesson materials of writing Recount text was arranged for eight meetings based on the syllabus given by the English teacher of SMP N 3 Tegal. On the following step, the researcher organized the writing test as the instrument of pre-test. This instrument consisted of an instruction to make a Recount text. 22 students were taken as the sample. The pre-test was given to the class on 27th May 2023. The students' score can be seen in below:

Table 4: Pre-test score

No	Students	Pretest
1.	AJS	60
2.	ADJ	55
3.	AAP	81
4.	AMP	77
5.	ARS	61
6.	DAH	54
7.	JEF	54
8.	KAP	73
9.	KFP	53
10.	KIP	79
11.	MNI	41
12.	MFM	50
13.	MRM	59
14.	MRR	55
15.	NZA	73
16.	NAB	62
17.	NNS	70
18.	NA	80
19.	NHF	59
20.	NKS	51

21.	RZ	58
22.	SGM	73

3.1.2 The Implementation of Canva Application

After the pre-test finished, the researcher started to teach Recount text by using Canva application. The researcher prepared the material lesson that is suitable with the topic. The media such as presentation of the lesson, and example of the digital Recount text poster was provided. In terms of using Canva application, all of students practiced it designing a flyer/poster which contains a Recount text that tells about students' holiday experience at home. This includes title, orientation, events, and reorientation. The treatment was conducted from May 29th until June 10th 2023



3.1.3 Post-test

On the eighth meeting, the researcher assigned the post-test to the students. The researcher gave the instrument of post-test to the students. This post-test was held on June 12th 2023. The researcher arranged spend holiday at home as the topic. The instructions of the test consisted of answer the questions in prompt to write the Recount text about their experience of holiday at home. The time allocation to do the post-test was 60 minutes. It was aimed to measure the students' writing ability after several meetings were taught by using Canva application. The following table below is to know students writing score in post-test:

Table 5: Score of Post-test

No	Students	Posttest
1.	AJS	72
2.	ADJ	68
3.	AAP	84
4.	AMP	82
5.	ARS	67
6.	DAH	62
7.	JEF	65
8.	KAP	78
9.	KFP	63

10.	KIP	83
11.	MNI	55
12.	MFM	64
13.	MRM	66
14.	MRR	60
15.	NZA	76
16.	NAB	68
17.	NNS	74
18.	NA	90
19.	NHF	64
20.	NKS	65
21.	RZ	70
22.	SGM	77

In this table, the researcher analysed the data of students' score in post-test to know whether there is or there is no a significant different of students' achievement before and after learning process in applying Canva as media in teaching writing of Recount text

Table 6: Distribution of Pre-test and Post-test

Data Criteria	Pretest	Posttest
Mean	62.636	70.59
Median	59.5	68
Minimum	41	55
Maximum	81	90

Based on the table above, information is obtained that the pretest has a mean score of 62,636 with a median score of 59.5, a minimum score of 41 and a maximum score of 81. Meanwhile, in the posttest, a mean score of 70.59 is obtained with a median score of 68, minimum score of 55 and maximum score of 90.

As the result in this item is the mean score of the post-test was greater than the mean score in pre-test. It means that students' writing skill had improvement after doing the learning process that applying Canva as media in teaching writing of Recount text.

Table 7: Paired Sample T-test

Paired Samples Test

Paired Differences	t	df	Sig.	(2-
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		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			tailed)
					Lower	Upper		
Pair 1	Pretest - Posttest	-7.95455	3.93370	.83867	-9.69865	-6.21044	-9.485	.000

		t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-9.485	21	.000

Based on the table above, information is obtained that the mean value is -7,954, meaning that there is an increase in the average pretest to posttest value of 7,954. Based on the table above, it can be seen that the T count or t_0 is 9.485 with the df is 21. The score of writing skill before being taught by Canva is enough, because the mean score of writing is 62.636, and after the students got a treatment the mean of writing ability is 70.59

Then the researcher employed t-test. First, the researcher considered the df , $df = N - 1$, here the df is 21. The researcher consulted the score in t-table. The significant level of 0.000, the score of t-table is 1.720. By comparing the "t" that the researcher has got calculation t_0 is 9.485 and the value of "t" on t-table t_0 is 1.720. From the calculation above, t_0 is bigger than t-table ($9.485 > 1.720$).

From the calculation above, t-count (t_0) is bigger than t-table. Thus, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected, it means that there is any significant difference writing ability score of eighth grade of SMPN 3 Tegal before and after being taught by Canva application.

Besides that, the value of Sig. of 0.000 < 0.05 , thus it can be decided that the pretest and posttest averages are different. Because the value of Sig. < 0.05 , then H_0 is rejected and H_1 is accepted, which means Canva is effective in increasing students' writing ability.

3.1.4 Discussion

As the research result, the average scores from the pretest and posttest revealed that the posttest average is 70.59, while the pretest average was 62.636. It can be said that being taught how to use Canva, students showed considerable improvement in their ability to write Recount text. The observation checklist was used to answer the first statements of problems that is about how is the implementation of Canva on students' writing ability in Recount text. It also purposed to showed how the researcher implemented Canva in teaching writing

Based on the result of the statistical computation using T-test, the result shows that there is any significant difference between pretest and posttest achievement. The result of t-test is t_0 is bigger than t-table ($9.485 > 1.720$). Besides that, the value of Sig. of $0.000 < 0.05$, thus it can be decided that the pretest and posttest averages are different. Because the value of Sig. < 0.05 , then H_0 is rejected and H_1 is accepted, which means Canva gave an effect on students' writing ability.

Based on the explanation above, using Canva as a learning media surely shows the real effectiveness in teaching especially in writing ability at the second grade of SMPN 3 Tegal.

4 CONCLUSIONS

The purpose of this research is to find out if using the Canva application gives an effect on eighth-graders' ability to write Recount texts, as was discussed in the previous chapter. In this case, students who were being taught using Canva indicated a considerable improvement in their writing abilities as a result of the lessons they learned. Canva application was introduced and employed in this research, which was presented as a learning medium to which students may easily relate. They may compose their own experiences or thoughts due to the application's appealing framework. Attaching elements, stickers, or photographs allows students to personalize their work. Lastly, it is beneficial for the teachers to recognize the value of Canva, particularly digital posters for educational purposes.

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