

Does Teaching Writing through Canva App Assist Students Writing Performance?

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Does Teaching Writing through Canva App Assist Students Writing Performance?

[Apakah Pengajaran Menulis Melalui Aplikasi Canva Mmembantu Meningkatkan Kemampuan Menulis Siswa?]

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Abstract. This study involves the issues of teaching writing in English skills in junior high school in the context of the digital world, highlighting the need to utilize technology-driven tools. Canva, an effective design tool, is included in the study as a possible alternative for improving students writing skills. The study aims at looking into the impact of utilizing Canva on students' writing skills and their assessment of the application's contribution to writing creativity. The report examines six connected research that illustrates Canva's beneficial effects on several aspects of learning and teaching. A mixed-method approach is used in the methodology, employing a randomized pre-test-post-test control group design. Thirty-eight students participated in the study. To examine Canva's effectiveness in developing writing skills, quantitative data obtained through pre and posttests is analyzed using the Wilcoxon test. Furthermore, qualitative data from a questionnaire are used to investigate students' impressions of Canva's usefulness, ease of use, and suitability for supporting writing abilities. The results show significant improvements in the experimental group, validating that Canva improves students' writing skills positively. The questionnaire's results show that students have a high level of acceptance and good impressions of Canva's utility, ease of usage, and suitability for improving writing skills. The findings add to the expanding research proving Canva's effectiveness as an English language learning tool. The report encourages additional research to investigate Canva's long-term impact in various learning contexts and deployment methodologies.

Keywords - Canva; Writing Skills; ; Technology; Language Education

Abstrak. Penelitian ini melibatkan isu-isu pengajaran keterampilan menulis dalam bahasa Inggris di sekolah menengah pertama dalam konteks dunia digital, yang menyoroti kebutuhan untuk memanfaatkan alat bantu berbasis teknologi. Canva, sebuah alat desain yang efektif, disertakan dalam penelitian ini sebagai salah satu alternatif yang memungkinkan untuk meningkatkan kemampuan menulis siswa. Penelitian ini bertujuan untuk melihat dampak dari penggunaan Canva terhadap kemampuan menulis siswa dan penilaian mereka terhadap kontribusi aplikasi tersebut terhadap kreativitas menulis. Laporan ini mengkaji enam penelitian yang saling berkaitan yang menggambarkan efek menguntungkan Canva pada beberapa aspek pembelajaran dan pengajaran. Pendekatan metode campuran digunakan dalam metodologi, dengan menggunakan desain kelompok kontrol pra-tes-pasca-tes acak. Tiga puluh delapan siswa berpartisipasi dalam penelitian ini. Untuk menguji efektivitas Canva dalam mengembangkan keterampilan menulis, data kuantitatif yang diperoleh melalui pre-test dan post-test dianalisis menggunakan uji Wilcoxon. Selain itu, data kualitatif dari kuesioner digunakan untuk menyelidiki kesan siswa terhadap kegunaan Canva, kemudahan penggunaan, dan kesesuaian untuk mendukung kemampuan menulis. Hasilnya menunjukkan peningkatan yang signifikan pada kelompok eksperimen, memvalidasi bahwa Canva meningkatkan kemampuan menulis siswa secara positif. Hasil kuesioner menunjukkan bahwa siswa memiliki tingkat penerimaan yang tinggi dan kesan yang baik terhadap kegunaan, kemudahan penggunaan, dan kesesuaian Canva untuk meningkatkan kemampuan menulis. Temuan ini menambah penelitian yang membuktikan keefektifan Canva sebagai alat pembelajaran bahasa Inggris. Laporan ini mendorong penelitian tambahan untuk menyelidiki dampak jangka panjang Canva dalam berbagai konteks pembelajaran dan metodologi penerapan.

Kata Kunci - Canva; Keterampilan Menulis; ; Teknologi; Pendidikan Bahasa

I. PENDAHULUAN

In this connected digital era, technology has become an essential component of the learning process, with an increasing application of technology-driven language learning English in Junior High School. For example, several learning tools are used to develop distinct aspects of writing skills when teaching writing skills. Mobile applications also help students enhance their writing and self-efficacy skills [1]. According to Hidayat and Jaenudin, one of the

productive qualities that students and writers must develop is writing. [2]. Producing good writing that follows writing norms is the goal of every author or student since it is critical to the success of every student or writer in learning the language. According to Boyle, R. [37] ay, and Struan, writing entails expressing a writer's thoughts or feelings in written form [3]. Writing is important in the teaching and learning process since it allows the teacher's learning abilities to be evaluated because each student perceives learning differently. [4].

The teacher's role in guiding students through the writing process is critical. Teachers work with pupils to help them strengthen their writing strategies. Language education is frequently explicit, so each teacher is accountable for reacting to learners' writing [5]. Writing is one of the most challenging aspects of learning English in junior high school. First, they believe that writing is unimportant because the teacher merely asks pupils to write the content without explaining why [6]. Many children require more grammar for the second the assignment. Grammar is vital in writing skills because students must be able to employ accurate grammar while generating phrases and developing them into good writing. The third obstacle is the student's limited writing vocabulary. Understanding vocabulary in the essay is critical for assisting students in developing text and supporting their views.

To solve these issues, teachers can employ today's innovative educational media. Teachers are advised to improve the teaching process by incorporating technology to motivate students to learn English [7]. One of these is Canva. Canva is a complete design tool that is easy to use and ideal for professionals and amateurs [8]. Canva could be used to encourage learning. Smaldino et al. noted that graphics in the classroom, such as those made with Canva, can serve a variety of tasks, including 1) producing actual abstract ideas, 2) encouraging students, 3) giving complete attention, 4) repeating material, 5) retaining previous information, and 6) making learning successful [9]. As a result, teachers are creating a wide range of technology-based instructional media to meet these learning objectives. Canva provides features that teachers may utilize to create learning media [9].

Based on pre-observations with English class teacher 8A SMP Negeri 2 Sukodono. It is well known that students' writing skills in English lessons still need to improve, and the teacher's learning model still relies on teacher-centered instruction; the media Canva has never been used. This is demonstrated when researchers examine the instructor's teaching process in class and when the teacher assigns English reading texts to students who need help understanding the meaning of the vocabulary. Based on writing challenges, it is clear that the language acquisition goals are far from what is intended, particularly in English writing skills.

There have been six previous studies related to this study. Maulidia et al. found that Canva, as a visual medium, was an excellent platform for learning writing skills in analysis [10]. Students have all they need to develop their writing concepts. Furthermore, students use Canva as a technology medium to develop their writing skills. Hadi et al. tell that it is possible to conclude that the Canva Application is a useful tool for assisting pupils in enhancing their writing skills [11]. Canva is used in this study to enhance learning activities in writing exercises. Teachers interested in using Canva should be familiar with digital literacy since they must be active while teaching writing skills to their students. Hasanah states that project-based learning using Canva media to learn English for junior high school could improve students' writing skills [12]. Students can study writing efficiently and enjoy it without feeling burdened. It is possible because entertaining learning, knowledge exchange, and information may be well understood and retained.

Moreover, Elsa and Anwar found that Canva has capabilities teachers can use to create learning media [13]. Canva helped teachers in the creation of learning materials and enhanced the online teaching experience. Canva application successfully improves learning media, Canva learning media is simple to present to students, and Canva application may assist with technological requirements. According to Ramadhani, they are using Canva to help pupils improve their writing skills [14]. This learning approach assisted students in expressing their ideas, and the media might make it easy for them to write so they would understand. Next, according to Mulyati, the Canva application makes it simple for students to learn guidance and counseling and receive positive feedback, particularly by leveraging students' convenience and level of comprehension in learning [15]. Canva was thought to have helped students be more creative in their English writing [16]. Students are also compelled to participate in learning through this Canva media, which can boost students' enthusiasm and creativity in the classroom. Students like Canva because of its distinct features and impact on their creativity [17]. They result in students feeling energized with the subject delivered by the instructor.

In previous studies, there was a limited number of participants involved. As digital technology increasingly dominates learning and communication, research on letter card design using Canva is fundamental. This study can provide insight into how Canva's potential as a creative tool can be used in educational settings, bringing students closer to graphic design skills and technology. This study adds points about their favorite features of Canva and the reasons for this.

In this situation, the researcher would present Canva, a popular application these days, to motivate students to use technology to study letter card writing; with Canva, they could design their writing creatively to stimulate the readers' curiosity to read. Writing a letter card requires both writing and creative abilities. Students appreciate this work as they design beautiful cards, and the outcomes are fascinating. This can help students become more motivated

to learn. As a result, two research questions can be articulated in this study: Does teaching writing through the Canva application improve students' writing skills in junior high school? And what is the student's perception of Canva App towards their creativity in writing?

II. METHOD

A mixed method design was adopted in this investigation, which began with the collection of quantitative data. Following the quantitative data analysis with calculated value data, qualitative data were collected and examined. According to Sugiyono, there are two sorts of authentic experimental design [18]. There are two kinds of control group designs: post-test-only control group designs and pre-test-post-test control group designs. The randomized group's pre-test-post-test control group design was used in this investigation. The following is an outline of the research design:

Table 1 Randomized Groups Pre-Test-Post-Test Control Groups Design

G1	R	O1	X	O2
G2	R	O3	C	O4

Information :

G1: The experimental group is the one designated to receive treatment.

G2: The control group was assigned no therapy other than the standard, routine treatment and conditions.

R: Random assignment for G1 and G2

O1: Before treatment, the Experimental group was observed.

O2: After treatment, the Experimental group was observed

C: Control group

O3: Control group observation before no treatment

O4: Control group observation after no treatment

There is an explicit critical reflexivity within the research design. Therefore, data gathering and processing require significant thought [19]. The participants in this study were separated into two groups: experimental and control. The experimental group was to be the sample group that received the therapy, which used Canva as a medium to teach letter card writing, while the control group was to be the group that received traditional media, such as a photograph. The sample is an element of the population and composition [20]. This study's population of focus was eighth-grade students at SMP Negeri 2 Sukodono.

There were 38 students in the group. The random list picker from the website www.randomlists.com will be used for sampling. The first subject is chosen randomly in systematic random sampling, but the following topics are selected systematically [21]. The following are the techniques to apply for random samples with this website:

1. First, open www.randomlists.com and then choose the custom list.
2. Second, edit into the first two items, G1 (Group 1) and G2 (Group 2).
3. Third, select the quantity according to the number of classes, which is 38.
4. Fourth, click duplicate and return.
5. Finally, the custom random list G1 and G2 with random number sequences 1 to 38.

Data collection instruments can help develop balanced and related groups [22]. In this study, Researchers will collect data from both control and experimental groups in the form of student scores in writing letters via pre-tests and post-tests. The following are the steps for gathering data for this study:

Pre-test

In this study, the first step in data collection is pre-testing. This is completed before the researcher begins the experiment. A Pre-Test with the same questions was administered to samples from the experimental and control groups. The questions modified by the researcher were taken from the source of the grade 8 students' English book "Wonderful Insight English" because the instrument had already been subject to careful testing and validation. Developing your research instrument requires considerable time, resources, and skills. Existing tools also have tested reliability and validity, ensuring that the data obtained is accurate and reliable. After the Pre-Test, the researcher will collect and analyze the students' scores to find out the students' initial ability to make letter cards.

Write a letter card to your parents that reflects your love, respect, and gratitude. Make the design creative.

Figure 1. Pre-Test Question

Treatment

The researcher created letter cards using the Canva program, whereas the control group used the conventional method of creating them. The researcher demonstrated how to use the Canva application. From start to finish, the researcher instructed the students to create letter cards using the Canva tool. As a result, using Canva instills confidence, creativity, and the ability to communicate ideas easily in students.

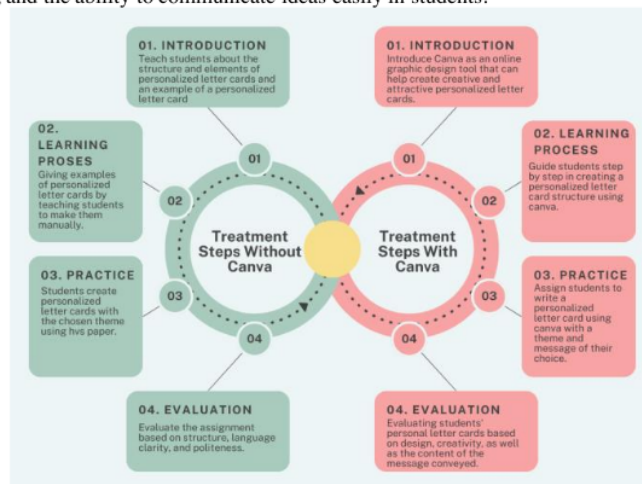


Figure 2. Step of Treatment

Post Test

A posttest is a data collection procedure used after the researcher has completed the treatment. Its purpose is to collect data from students. Specifically, after students received the treatment, a posttest was administered to collect their scores. Scores are assigned to both the experimental and control groups. The results will be evaluated using SPSS.

Write a letter to your teacher reflecting your love, respect, and gratitude. Make the design creative.

Figure 3. Posttest Question

The researcher will then treat the control group using the traditional method and the experimental group using Canva tools to letter cards. The researcher should conduct the following procedures to collect data from the experimental group:

1. The teacher first advises the students to write about their prior experiences.
2. The teacher next introduces the application by providing the webpage and instructions for using it.
3. Finally, the instructor goes over the app's features and how to use it.
4. In the fourth section, the teacher presents instances of the letter card subjects.
5. Finally, the teacher instructs pupils to make designs or use templates from the Canva app. Students can select a design or template that corresponds to the material on the letter card.
6. Once students have completed their letter card writing, they should save their work and submit it to Google Forms.
7. The teacher scores, evaluates, or comments on the writing tasks of the students.
8. In the end, researchers will study the data from the students' grades to see if there is a significant effect of utilizing the Canva application as a medium in learning to design letter cards for SMP Negeri 2 Sukodono class VIII students.

Furthermore, the researchers analyzed the students' perceptions with a questionnaire to investigate the improvement of using Canva in the writing process. A questionnaire with ten questions was used as an instrument in data collection. The data was collected via a survey approach, with respondents being given a designed questionnaire. Respondents were asked to rate themselves on the yes or no scale provided in the questionnaire.

In this research, respondents were instructed using Google Forms instructions. Google Forms was used to send all questionnaire items. The data was qualitatively examined after it was collected. The findings were then

compared to theoretical and empirical information in order to assist the researcher in comprehending and debating the acquired data.

III. RESULT AND DISCUSSION

Two techniques obtained the findings of this research problem: first, through data analysis using spss, and second, through questionnaires. This study used data analysis to determine students' writing ability using the Canva application and confirmed it with the results of the student questionnaire. Interview results.

In assessing the normality of data in a true experimental test, this study involved a control group and an experimental group as subject groups. The normality test results showed non-normality in the data of both groups. Recognizing this non-normality, the study continued the analysis by applying the Wilcoxon test, a non-parametric approach that is more robust in the face of non-normally distributed data.

Table 1. Tests of Normality

Student Learning Outcome	Class	c	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
			Statisti	df	Sig.	Statisti	df	Sig.
Outcome	Experimental (PBL)	Pre-test	,143	18	,200*	,926	18	,162
		Post-test	,131	18	,200*	,958	18	,563
	Control (Conventional)	Pre-test	,159	18	,200*	,883	18	,029
		Post-test	,151	18	,200*	,929	18	,189

Table 1 illustrates this. According to the findings of the investigation, the normality test on the pretest and post-test data in Table 1 is not normally distributed, because the significant value on the control group pretest data is 0.29. The decision-making framework:

1. If the Sig value is more than 0.05, the research data is regularly distributed.
2. If the Sig value is more than 0.05, the research data is not normally distributed.

The data was processed using the Wilcoxon test after being processed using the normality test, as shown in Table 2.

Table 2. Processed Data Using Wilcoxon Test

		N	Mean Rank	Sum of Ranks
Pre-test experimental - Post-test experimental	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	18 ^b	9,50	171,00
	Ties	0 ^c		
	Total	18		
Control of the post-test - Control of the pre-test	Negative Ranks	0 ^d	,00	,00
	Positive Ranks	17 ^e	9,00	153,00
	Ties	1 ^f		
	Total	18		

The Wilcoxon test results revealed a substantial difference in post-test score increases between the experimental and control classes. There was a significant rise in positive ratings in the experimental group, indicating a meaningful improvement in post-test results compared to the pre-test. The control group, on the other hand, showed no significant change, with positive ranks remaining unchanged between the pre- and post-test.

The table below contains information on the two-tailed asymp sig value as a statistical significance indicator. This value will help us understand how statistically significant the observed difference between the two groups is.

Test Statistics^a

	Post-test experimental - Pre-test experimental	Post-test control - Pre-test control
Z	-3,727 ^b	-3,628 ^b
Asymp. Sig. (2-tailed)	,000	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

36 According to the analysis results, the Wilcoxon test is known as Asymp sig (2-tailed) = 0.000. This indicates that the research hypothesis (H_{10}) has been accepted. The decision-making framework:

1. The hypothesis is supported if the Asymp sig (2-tailed) value is 0.05.
2. The hypothesis is rejected if the Asymp sig (2-tailed) value is more than 0.05.

The researcher discovered a substantial difference between the control and experimental groups based on the findings of this study, suggesting the efficacy of using Canva as a teaching tool in boosting students' writing skills. The confirmed acceptance of the research hypothesis demonstrates Canva's favorable impact on teaching. The statistically substantial improvement in both the control and experimental groups demonstrates that teaching writing using the Canva program increased students' writing performance.

The findings of the above study are also reinforced by statements from the student perception questionnaire indicating that Canva increases students' abilities, particularly in writing classes. From In this section, there are three indicators: usefulness (Canva can be useful in English writing class through its role in practice, helping students understand complex information and focus when using the features available in Canva), ease (Canva as it allows different document formats, designs, and flexibility), and suitability (Canva can provide effective and adequate features to improve students' writing skills). The data's findings will be discussed more below.

Table 1
Indicators 1: Usefulness

No	Statement of Indicators	Yes	No
1.	Students believe that Canva can help improve their writing skills	100%	0%
2.	Students had problems utilizing Canva for writing skills	10.5%	89.5%
3.	Students believe that Canva is a simple tool to use when working on writing assignments	99.5%	0.5%
4.	Students believe Canva is better than other tools or approaches for enhancing their writing skills.	99.5%	0.5%

Based on Table 1, the participants believe that Canva can assist students understand difficult information and focus when using the capabilities offered in Canva in English writing class. According to the questionnaire results, 100% of the participants agreed that Canva helped them enhance their writing skills. According to the questionnaire results, 89.5% of the participants had no trouble using Canva for writing skills. The questionnaire results showed that 99.5% of the participants agreed that Canva is a straightforward tool that is superior to other tools or approaches for improving their writing skills.

Table 2
Indicators 2: Ease

No	Statement of Indicators	Yes	No
1.	Students believe Canva discovered any special strengths that help them improve in writing	100%	0%
2.	Students had any difficulties or impediments when utilizing Canva for writing assignment	14.3%	85.7%
3.	Students believe Canva made the writing process more fun	100%	0%

According to Table 2, the participants believe Canva is simple because it supports many document formats, designs, and flexibility. According to the survey results, 100% of the participants stated that Canva recognized any specific talents that helped them improve and made the writing process more enjoyable. Then, according to the questionnaire findings, 85.7% were appropriate with using Canva for writing projects.

Table 3
Indicator 3: Suitability for Supporting Writing Skills

No	Statement of Indicators	Yes	No
1.	Students believe Canva has effective features to assist in writing	99.7%	0.3%
2.	Students believe Canva is appropriate for kids with varied levels of writing skills	100%	100%
3.	Students recommend Canva to their peers as a beneficial tool for improving writing	100%	100%

Based on Table 3, the participants argued suitability for supporting writing skills. The questionnaire results mentioned that 100% of Canva is appropriate for kids with varied writing skills and recommend Canva to their peers as a beneficial tool for improving writing. Then, the questionnaire results mentioned that 99.7% of Canva's practical features assist in writing.

Recent studies on the impact of Canva on English writing proficiency show that this visual media platform has a positive effect. According to Hadi et al., Canva is a dynamic tool for students to improve their writing thoughts [11] effectively. This research supports the idea that Canva provides the necessary tools and fosters an engaging atmosphere

where students may enhance their writing abilities [16]. According to the research findings, Canva operates as a catalyst, creating a creative and productive environment to help students improve their English writing abilities.

The consistency discovered across many investigations, such as Noor and Karani; Hasanah ; Ramadhani, and Mulyati et al, is a convincing component of the current research [10], [12], [14], [15]. Each research supports the notion that Canva is a versatile and effective tool for boosting writing skills. Hasanah stated emphasis on project-based learning, for example, aligns with Hadi et al claim that Canva is an excellent medium for assisting students in enhancing their writing skills [12], [11]. Similarly, Elsa and Anwar findings about Canva's significance in the creation of learning materials support Noor and Karani emphasis on the need for digital literacy for instructors [13], [10]. This cross-study collaboration enhances the overall case for Canva's favorable influence on English writing skills.

By comparing and integrating this research, a more thorough view of Canva's diverse impact on English writing proficiency emerges. The findings show that Canva is excellent at enhancing writing abilities and versatile enough to be used in various educational settings. The subtle insights from these comparisons contribute to establishing a solid foundation for educators and academics wishing to use technology for language learning [23]. Canva's positive influence extends beyond individual studies, providing a promising avenue for improving English writing skills in various educational settings [24].

IV. CONCLUSION

The main conclusions this research showed that using the Canva platform as a teaching tool significantly enhances students' writing skills, with the research hypothesis's validated acceptance highlighting its positive effect on the teaching process. Canva makes it simple to design visually appealing products, allowing for more interactive and immersive learning. The Canva learning process provides students with a creative experience and helps them strengthen their graphic design skills. As a result, incorporating Canva into education is a valuable innovation for increasing learning efficiency and efficacy. Further studies should investigate the long-term impact of using Canva in learning and other implementation tactics that can be optimized for diverse learning environments.

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Conflict of Interest Statement:

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