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Exploring Students' Perceptions in Writing English Descriptive Text Using Canva

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ABSTRACT

The purpose of this study is to find out how students feel about creating descriptive writings on Canva. This study uses qualitative approaches to enhance understanding of that knowledge. In this study, 15 students in junior high schools in Porong are the study's subjects. The purpose in question and interview is how Canva is a useful tool in supporting their learning process in writing English descriptive texts with the features available. The researcher will look at students' perceptions of the transition between them before using Canva media and after using canva media for one year. The results show that fourteen participants felt more focused in writing descriptive texts and thirteen participants found it easy to use the available features when working, moreover 15 participants agreed that the results of their writing work in Canva were easy to download. According to the research, students had a positive experience using the Canva application in their English descriptive text writing classes. The variety of learning resources available for use in English writing classrooms is expanded by this research, particularly since incorporating technology into instruction is becoming essential in the twenty-first century." It is advised to carry out additional research on the difficulties and potential solutions in the future.

Keywords : Writing English, Students` Perception, Canva, English Class.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana perasaan siswa dalam membuat tulisan deskriptif di Canva. Penelitian ini menggunakan pendekatan kualitatif untuk meningkatkan pemahaman tentang pengetahuan tersebut. Dalam penelitian ini, lima belas siswa di sekolah menengah pertama di Porong menjadi subjek penelitian. Tujuan yang ingin dicapai melalui wawancara adalah bagaimana Canva dapat menjadi alat yang berguna dalam mendukung proses pembelajaran mereka dalam menulis teks deskriptif bahasa Inggris dengan fitur-fitur yang tersedia. Peneliti akan melihat persepsi siswa mengenai transisi antara sebelum menggunakan media Canva dan setelah menggunakan media Canva selama satu tahun. Hasil penelitian menunjukkan bahwa empat belas partisipan merasa lebih fokus dalam menulis teks deskriptif dan tiga belas partisipan merasa mudah dalam menggunakan fitur-fitur yang tersedia ketika bekerja, terlebih lagi 15 partisipan setuju bahwa hasil pekerjaan menulis mereka di Canva mudah untuk di download. Menurut penelitian tersebut, para siswa memiliki pengalaman yang positif dalam menggunakan aplikasi Canva di kelas menulis teks deskriptif bahasa Inggris. Variasi sumber belajar yang tersedia untuk digunakan di kelas menulis bahasa Inggris diperluas oleh penelitian ini, terutama karena menggabungkan teknologi ke dalam instruksi menjadi penting di abad kedua

puluh satu." Disarankan untuk melakukan penelitian lebih lanjut mengenai kesulitan-kesulitan dan solusi potensial di masa depan.

Kata kunci: Menulis Bahasa Inggris, Persepsi Siswa, Canva, Kelas Bahasa Inggris.

I. INTRODUCTIONS

Writing has long been seen as an important skill for English as a Foreign Language (EFL) instructors and students [1]. Writing is a very flexible tool that can be used for a variety of purposes. However, because writing requires the use of a wide range of linguistic and cognitive abilities, children find it very difficult to write descriptive texts in English [2]. For many EFL students who have not had enough exposure to their native tongue outside of the classroom, learning to write is a difficult task. Prior studies have demonstrated that a variety of factors, including low motivation, language deficiencies, and a lack of writing experience, can make it difficult for EFL students to write [3].

A crucial component of a menu, especially for Junior High School students, is the descriptive text. This type of essay uses plain and accurate language to describe a person, place, thing, or experience of the students. The purpose of descriptive texts is to enable readers to better understand the text and form connections with more complex vocabulary at a deeper level. Writers can create a clear and understandable experience for readers by using illustration details such as shading, color, texture, and font. In English classroom, learning how to write descriptive text in English is very important for developing effective writing skills. This helps students express their ideas and feelings in a clear and concise manner, which in turn increases their ability to understand and analyze the world around them. Through descriptive text writing exercises, students can improve their vocabulary, grammar, and writing structure, which eventually increases their ability to write clearly. The descriptive text itself describes material about objects, things, places, people, and animals to be described. Then the object is described again in detail [4]. The description text should be able to make students' imagination in writing increase and explore their creativity [5]. But it is hindered by the media they use. In the era of the onslaught of technology, they should have been able to utilize technology well to support learning activities.

Technology is a significant language teaching tool in this regard, according to several studies. This is because the utilization of technology can increase student motivation [6]. Intelligence, high-level thinking strong reasoning, efficient communication, and high productivity are the skills they possess. To improve their language skills, students need these things. The level of technology use required in writing classes, including media formats, is one of the controversial issues in foreign language teaching. Learning is facilitated by the media format, the actual physical form in which content is inserted and displayed. One of the media used for language learning is visual media [7].

Canva is used because in the millennial era, most students already have Android smartphones and because of the large selection of application templates that are easy to use, even for beginners. Canva is a lutesology-based application program that can be used by students [8]. Canva is an aline tool that offers a variety of interesting features such as creative illustration design, various images, fonts, and templates from the types of categories available in this application. Students can work on creative and skilled tasks using the Canva program, thus allowing them to apply this media in various real-world contexts to help them in the learning process [9].

Creativity is a compound and multidimensional concept that is difficult to define operationally. A simple, often widely used definition of creativity is the ability to create something new. Students

can take this by embracing technological advances in this digital era, students' learning spirit is contemporary, imaginative, and original [10].

The application of Canva in English descriptive text provides a new color for students to practice creativity. Students are expected to be able to explore creativity in writing descriptive texts [11]. Canva is a fairly easy platform. Students can customize the needs of the system with their teaching and learning activities. With the help of Canva complete features such as photo, graphic elements, font type, and various color designs, students can experience the creative process briefly and review the material by recalling previous learning especially in writing descriptive text. In general, the use of Canva, especially for the writing process, is rarely taken into account in the technological media used in EFL classes [12]. Among the research that has been conducted in this area, Canva is an infographic tool for analyzing and presenting educational materials. Canva is a modern application that is frequently used as a teaching tool to gauge students' creativity. By using this program, users may find it easier to use the Canva application because it contains a variety of free themes. The metrics noted specifically concern how students view their ability to write utilizing the Canva tools feature [13].

In the pre-observation stage, researchers found a problem in English learning activities in junior high school Porong, especially in descriptive text material, students can only write descriptive text through a piece of paper without any media that supports this learning. Of course, this makes students' enthusiasm for learning English uninteresting and makes students reluctant to work on descriptive texts. Media in ELT is very important to support student learning activities. By using the media, students are expected to be motivated in writing English descriptive texts.

However, at the observation stage, the researcher saw that students at junior high school Porong have used and adapted to technological sophistication. At first, the teacher explained the descriptive text material using Canva by practicing how to write on the gadget after that, students were told to do descriptive text assignments using Canva and the students did according to the instructions given. This is how the teacher applies how to use the Canva application in the English language learning class. Sophisticated and rapid technological advances have an impact on the world of education [14]. Students like to utilize technology to take part in their activities in English class, like a write descriptive text via digital media such as Canva. By using this technology it is hoped that students will improve their writing skills in descriptive text and support their learning, especially the transition between them before using Canva media and after using Canva media.

The findings of this study show that Canva has a variety of themes and expert layouts to create attractive infographics to display learning materials. It is a simple tool that is very easy to use. It should be noted that their analysis excluded Canva from consideration as it only examined infographics other than trying to determine students' creativity in using Canva to teach descriptive text writing[15].

Prior studies have shown that utilizing Canva with high school students as the research subject and utilizing quantitative methods to analyze students' opinions of the app, which instructors utilized for English language learning activities, improved student learning outcomes[16]. It has been demonstrated that students who use Canva media for their learning are more motivated to learn. Consequently, educators have to work very hard to improve pupils' interest in and concentration on learning.

In the second study, students from vocational schools were used as the participants. When the students utilized Canvas Instructure for the first time, they were intrigued, delighted, inspired, and amazed [17]. Some difficulties that students confront, nevertheless, are unavoidable. For example, not all students update their devices to take advantage of the improved interface, which might cause disruptions to certain activities. Unquestionably, because students believe that Canvas

Instructor is helpful and aids in their learning process, the research's findings advise all teachers to adopt it to support teaching and learning.

In the third study, students were happy with Canva in writing lessons, according to the study, which employed student artifacts [18]. Regarding Canva's usefulness, accessibility, and appropriateness for assisting with English writing skills, they are happy. Given the enthusiastic response from Canva students, researchers advise realizing the tremendous potential that Canva possesses. Canva may be used to create activities for English writing classes or a wider range of purposes. The selection of media utilized in English writing classrooms is enhanced by this research. In this latest research, of course, the researchers used a different subject, namely at the boarding school in Porong, and focused on students' perceptions in writing English descriptive texts. With this newness, this research needs to be carried out to find out students' perceptions of using Canva at this school.

Research Question

How are the students' perceptions of the Canva application in writing descriptive text ?

II. METHOD

The purpose of this study is to find out how students feel about creating descriptive writings on Canva. Qualitative approaches are used in this study. By explaining the features and functions of social reality, this study uses qualitative approaches to enhance understanding of that knowledge. All Fifteen students in junior high schools Porong are the study's subjects for questionnaire and five students were selected based on the best perception from the questionnaire. The information used in this study came from student perception observations at Junior High School in Porong. Data collection methods include student results of questionnaires and interview. A questionnaire is a data collection tool used in research or surveys to collect information from respondents [19]. It consists of a series of written questions directed at respondents to elicit information about their opinions, behavior, or specific characteristics. In the meantime, an interview is a direct interaction between researchers or respondents to gather information [20]. Interviews can take place either online or in person. Typically, interviews involve direct questions asked of respondents to gain a thorough understanding of the topic at hand.

There are six open-ended questions which was adapted [18]. By modifying it, it is divided into two, open ended question and interviews, it is hoped that it will make it easier for students to answer and make the results of their answers strong, Containing three indicators from the questionnaire and interview, namely usability, convenience and suitability. The purpose in question and interview is how Canva is a useful tool in supporting English learning in class with the features available. Then the convenience explained regarding it is format, design, and flexibility and the suitability indicators to support writing skills. This suitability is whether Canva influences students in writing descriptive text in English.

All questions were sent using online tools, namely Google Forms. The questions were made simple and succinct. This involves answering questions in an open-ended format and then conducting open-ended interviews with several chosen students in which they practice active listening, asking open-ended questions, and fostering positive relationships. After that, prepare beforehand according to the outline and modify it in light of the interviewees' comments. Confidentiality, ethical issues, and post-data collection analysis approach is required for interview instruments. Several critical steps are involved in the qualitative data analysis procedure. It begins with the selection of an appropriate analysis method, followed by data transcription, coding of important information, the discovery of patterns or themes, and the interpretation of the results to

produce a clear report. Depending on the purpose of the research, methods such as content analysis, narrative analysis, or phenomenological approach can be used. In finding, the researcher will look at students' perceptions of the transition before using Canva and after using Canva for one year in supporting their learning process in writing English descriptive texts.

III. FINDINGS

Findings from questionnaires and interviews with students about the perceived use of Canva to create descriptive text for English lessons. Related to the opinions of students selected from grade nine junior high school in Porong on how useful Canva is for creating descriptive text for English lessons. By using these two methods to strengthen the existing data.

Students' Perceptions on Utility

Based on the results of the questionnaire, ten students with answers almost the same student perception that Canva can help improve the ability to write English descriptive text and the following quotes.

Student 1, "It can be because Canva makes the spirit of writing".

Student 2, "Yes, because Canva is easy to understand".

Student 3, "It is quite possible, because Canva has various models that we can try".

Student 4, "Yes because it is an online design and visual communication platform to empower everyone around the world to create any design and publish it anywhere".

Student 5, "It can be because, Canva has interesting and cute features, and helps us to write".

Student 6, "Yes you can, because with Canva it becomes very easy".

Student 7, "Yes, because it is nicer and neater".

Student 8, "Yes, because learning by using digital certainly makes it easier for me".

Student 9, "Yes, after I tried Canva my writing improved".

Student 10, "Yes because it makes it easier to write".

And five students with almost the same student perception answers that Canva cannot help improve the ability to write English descriptive text and the following quotes.

Student 11, "No, because in Canva we are typing not writing".

Student 12, "No, because Canva is typing not writing".

Student 13, "No, because Canva is a digital design application, so I think it can improve writing skill is not true, because we use Canva to design with a cell phone or laptop as a medium, then I think it certainly has no relationship at all. Then in my opinion it certainly has nothing to do with improving writing skills".

Student 14, "No, because Canva's features are more dominant in visual design features such as its various templates, so other platforms may be more likely to allow to improve writing skills".

Student 15, "Probably not because Canva has features that focus more on visual and graphic design creativity".

Based on the results of the next questionnaire, twelve students with almost the same student perception answers. That with Canva can understand more complex information about English descriptive text and the following quotes.

Student 1, "Clearly, because with the Canva application, you can clearly see the structure".

Student 2, "It can be because it is easier".

Student 3, "Can understand, with a subscription at Canva pro".

Student 4, "I can, because there are various kinds of information and it makes me understand the information better information in it".

Student 5, "Yes clearly, because of the Canva application we can understand more clearly".

Student 6, "Yes Exploring the creative side of students in the learning process. Make learning interesting so that it encourages better learning outcomes".

Student 7, "Of course you can, because Canva has been designed to be easily understood. such as the design and layout in the simple and easy to understand layout so that it is simple and easy to understand".

Student 8, "You can, for example, Canva has many templates and varieties".

Student 9, "Can be because in Canva, we can create diagrams or graphics that can show the relationship between sentences systematically and structurally".

Student 10, "Yes, with this platform communication writing can empower everyone around the world to create any design and publish it anywhere".

Student 11, "Yes, I can understand complex information easily".

Student 12, "Yes, it is easier to understand".

Furthermore, three students with almost the same student perception answers. That with Canva could not understand more complex information about English descriptive text and the following quotes.

Student 13, "Chances are Canva can not, because Canva only features graphic design, posters, percentages, etc".

Student 14, "No, because the Canva application focuses more on our skills in the field of design such as posters, etc. so in terms of finding/understanding information, it is possible that other platforms are better at in that regard".

Student 15, "Not, because Canva is more about skills and design".

Based on the data, ten participants agreed that the features in Canva can improve their writing skills. And twelve participants agreed that Canva's tools and features can improve their understanding of complex information about English descriptive text. To strengthen the results of the questionnaire, it is clarified by the following interview results. The first participant felt that when he explored the design of writing descriptive text in a structured way in Canva, he always explored by using various templates provided by Canva. By using features such as trying to change the color of text fonts and other design elements as desired, this proves that Canva can improve his writing skills. In addition, the second participant feels the same way, namely to explore the design of descriptive text writing in Canva by using the features available with the templates provided by Canva. This participant tries to improve his skills by changing colors, fonts, text and other design elements according to his imagination when describing something. Although the features available are not free, overall the third participant felt that this application helped in their learning process, especially when writing English description text. Although Canva is an application that is often used for designing, the fourth participant also felt that these existing features could help to improve his writing skills and could organize the text better. This is also felt by the fifth participant who always gets more inspiration when exploring the templates that have been provided.

Students' Perceptions on Convenience

Based on the questionnaire results, fourteen students with almost the same answers. The students' perceptions said that with the Canva app, they could focus more when writing descriptive English texts and the following is the quotation.

Student 1, "Yes, because it is focus to write, easier and looks good".

Student 2, "It can be because Canva makes me focus on making descriptive".

Student 3, "Yes, because Canva is easy to understand".

Student 4, "Yes, because writing on a canvas or using a gadget is easier and less tiring".

Student 5, "We can, because we understand more and it is clearer to write descriptive texts".

Student 6, "Yes, with this platform, it can empower everyone around the world to create any design and publish it anywhere".

Student 7, "Canva can write descriptive text because Canva has a descriptive text focus feature".

Student 8, "Yes, more focus, because we get a lot of features from Canva".

Student 9, "Yes, Canva can help us in writing descriptive text. because, there are so many features of Canva stickers features, so that our descriptive text becomes better & better because of the many variations that exist, and it is also makes it easier for us to move the layout of a text or sticker".

Student 10, "You can, because in Canva we can just focus on that".

Student 11, "It can be because there are many interesting features such as various types of fonts and many design elements that can help foster motivation so that we can focus more on writing descriptive texts without having to think about design or formatting issues".

Student 12, "Yes I can, because with the Canva application I work with focus with the features provided".

Student 13, "Yes, because Canva presents an easy-to-learn interface".

Student 14, "Yes, I am more focused on writing descriptive text".

And only one student's perception was that with the Canva app, they could not focus when writing descriptive English texts and the following quote.

Student 15, "No, because I use Canva on my phone and it's definitely quite difficult because the screen on the phone is small, unlike a laptop or computer".

Based on the results of the next questionnaire, thirteen students with almost the same student perception answers. That Canva application can be easy to use when writing English descriptive texts and the following quotes.

Student 1, "Yes, such as easy using a template".

Student 2, "Can easy understand, with a subscription at Canva pro".

Student 3, "It can be, like moving an image easy or what we have made to a file or to our own data".

Student 4, "Yes, because it is simpler, easy to use and saves time".

Student 5, "Explore social media graphics and more. Browse features. Customize your design, save and share".

Student 6, "You can, because Canva already provides templates".

Student 7, "You can, because it's already shown in Canva".

Student 8, "Yes you can, it is quite easy".

Student 9, “Can, I think accessing Canva features is quite easy. like using photos, elements or stickers that available”.

Student 10, “Yes, because it is quite easy to give designs and stickers”.

Student 11, “Can be like adding photos and elements' in the templates provided by Canva”.

Student 12, “Can be like removing Background. Premium content, instant animation. schedule posts on social media. and transparent image templates, which can be resized and designed. let alone branded”.

Student 13, “you can, open chrome write to canva search then login”.

And then there were only two students with almost the same perception answers. That the Canva application is not easy to use when writing English descriptive text and the following quote.

Student 14, “Not because it is complicated”.

Student 15, “No because there are more paid features than free ones”.

In the next data fifteen students with almost the same perception answers. That the Canva application is easy to download when writing English descriptive text and the following quote.

Student 1, “Image, because images make it easy and can be seen”.

Student 2, “Image because it is simple”.

Student 3, “Yes, Image and Document”.

Student 4, “Yes, for example when I make a post on Canva, and it's easy to download and save”.

Student 5, “Yes, so that we can more easily find it in the download”.

Student 6, “Yes, such as MOV, GIF, MP4, MPEG, MKV, or WEBM file formats”.

Student 7, “Yes, Image”.

Student 8, “You can because there are so many good formats on Canva”.

Student 9, “Yes. I forget which one is my format”.

Student 10, “Yes, usually like png & jpg formats”.

Student 11, “Yes, there is because it's easier to store”.

Student 12, “Yes, such as png, file and document”.

Student 13, “Yes, such as MOV, GIF, MP4, MPEG, MKV, or WEBM file formats”.

Student 14, “Yes, Canva presents various formats that are easy to download”.

Student 15, “Yes as I downloaded the document format”.

Based on the data, it also shows that fourteen participants felt more focused in writing descriptive texts and thirteen participants found it easy to use the available features when working, moreover fifteen participants agreed that the results of their writing work in Canva were easy to download. This is reinforced by their interviews as the first participant argued Canva has a lot of excellent features which are many useful features to make it easier, or make it easier for them to write and even design in more detail what they want to describe, because Canva itself provides free template features such as photos, fonts that can be accessed by anyone to design and write so that they save time and don't have to bother thinking about what they want about descriptive text using an attractive design especially in the era of extraordinary technological advances even this participant feels at ease in doing assignments, Furthermore, the second participant thinks that Canva is very easy to dig deeper into the text to be written, yes, especially in this day and age applications like Canva are very useful because the features available look attractive and free, easy to download from jpg, png and so on. This was also felt by the third participant when working on the assignment given felt helped by the presence of Canva. Furthermore, the fourth participant felt that Canva was

a useful tool especially with graphic design text and beautifying writing, but this participant felt that Canva was not mandatory to use for writing in this era of technological advancement. There are still many other platform tools that can be used for writing such as Microsoft Word, Google Doc and so on. Furthermore, the fifth participant also feels the same way in this era of technological advances, he is greatly facilitated by the Canva application to create a design with more interesting description text.

Students' Perceptions on Suitability

Based on this data, it shows that nine participants agreed that they felt happy when using Canva, especially getting extra skill, while two people felt neutral when using this tool and four people felt normal and did not get extra skill directly. When using this Canva application and the following quote.

Student 1, "It is normal, because there is nothing special".

Student 2, "Not excited".

Student 3, "Normal".

Student 4, "It is quite exciting, because learning using gadgets is not easily tired and can think more clearly".

Student 5, "Very exciting and fun we can collaborate our thoughts and our skills".

Student 6, "very happy and quick to understand".

Student 7, "It is very easy".

Student 8, "Very happy because assignments using canva are easier and faster".

Student 9, "Very happy, because when I use Canva it becomes easier to do my assignments".

Student 10, "Happy, because the decorations are quite varied, making it easier for us to make creations that are more creative & funny".

Student 11, "I don't understand English so it is difficult".

Student 12, "Very helpful because there are many features that can be accessed easily and of course it's good".

Student 13, "Happy".

Student 14, "I'm not too happy because I don't speak English well".

Student 15, "It's easier because it uses mobile phones".

This is reinforced by the results of the following interview, the first participant felt that he got additional value after using the Canva feature when writing English description text. Furthermore, the second participant felt excited when writing using Canva, plus the available features made him more confident to learn to write better. Then the third participant thought Canva helped improve his learning outcomes especially when writing descriptive text. By providing design tools that allow us to combine text with visual elements he feels more creative. But what the fourth participant felt was that Canva itself might not affect our learning outcomes directly. Because every opinion and the way they apply it must be different, especially in capturing the results of their understanding when writing descriptive English text, but still its use as a writing design tool can still provide some positive views. And finally, the fifth participant felt that they understood better with the explanation of the visual method with the facilities provided in this application, which really helped them in learning and further improved their learning outcomes.

IV. DISCUSSION

Based on the aforementioned research, students believe that English descriptive text writing skills are useful, convenient and suitable. For students taking writing classes, Canva is thought to be a helpful app. It is related from the student 5 quote, "It can be because, Canva has interesting and cute features, and helps us to write". Sophisticated and rapid technological advances have an impact on the world of education [14]. Students can work on creative and skilled tasks using the Canva program, thus allowing them to apply this media in various real-world contexts to help them in the learning process. Like the quote from student 10, "Happy, because the decorations are quite varied, making it easier for us to make creations that are more creative & funny". By utilizing the possibilities offered by this Canva tool, kids are observed to write with greater enthusiasm and to explore deeper levels of creativity. The description text should be able to make students' imagination in writing increase and explore their creativity [5].

As a learning tool to complement the modern educational landscape, Canva itself is frequently utilized in this age of ever-improving technology. Students can take this by embracing technological advances in this digital era, students' learning spirit is contemporary, imaginative, and original [10] They also accomplish their assignments faster and with less time spent on them than they would if they were older. It is like quote from student 8, "Very happy because assignments using canva are easier and faster". Especially if they are done with one hand. In producing this English explanation text, they also gain greater worth.

When they use Canva to write this English description text, they also receive more value added and felt happy. students were happy with Canva in writing lessons, according to the study, which employed student artifacts [18]. Based on their perception in academic performance has good, and they are more excited to write English descriptive texts. The students utilized Canva Instructure for the first time, they were intrigued, delighted, inspired, and amazed [17]. Students are encouraged to keep studying harder in the future by this.

V. CONCLUSION

According to the study, the perceptions of the students had a positive experience using the Canva application in their English descriptive text writing classes. Additionally, they were pleased with Canva's usefulness, accessibility, and suitability for helping them with the drafting of English descriptive texts. Given the positive feedback from Grade nine students who used Canva to learn to write, the researcher suggests acknowledging that Canva has the potential to enhance the learning process. Canva can be used in English descriptive text writing lessons specifically in boarding school, or it can be used in a larger range of contexts, particularly for boarding schools. The variety of learning resources available for use in English writing classrooms is expanded by this research, particularly since incorporating technology into instruction is becoming essential in the twenty-first century." Therefore, since this study was restricted to students' judgments of utility, more research on the same topic must be done in the future. Ease and appropriateness in ninth-grade English descriptive text writing classes. It is advised to carry out additional research on the difficulties and potential solutions in the future. For future research, there may be more linguistic abilities that can be used with Canva in the learning process, especially in the learning meter of procedure text. because this is where the Canva application is also often used in supporting the learning of procedure text.

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