

Students' Views on Canva and How Canva Affects Their Writing Achievement: A Correlational Study

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Introduction

- According to Harmer, the reasons within teaching writing to students of English as an foreign language reinforcement, language development, and concerning the student's way of expressing idea with an organized way and academic communication purpose
- Technology engagement for EFL student like Indonesia have greater access any time and any location and could advanced their literacy through digital
- Canva is a graphic design platform that allow users to create a variety of template content hence it was beneficial for students to utilize the technology for learning, like writing

Research Gap

- M. S. Hadi, L. Izzah, and Q. Paulia [2021] state in their post-test, students in the experimental class significantly improved writing abilities, which could have occurred due to the use of Canva
- Yundayani [2019] examined the effect of Canva on students' writing skills by using control and experimental groups method and reported a significant reduction in writing errors among students using Canva.
- R.M Safro and E.Z Nuroh, [2023] with pre-experimental design their study shows that there are differences in the results of the pre-test and post-test of the mind mapping model using Canva in learning poetry-writing skills

Current Research

Concern of this study :

- The study aims to investigate the impact of Canva on students' writing skills and determine if there is a correlation between students' views on Canva and their writing achievement.
- The study provides novelty insights into the use of Canva as a tool for improving students' writing skills.

Research Question

For that reason, the research question is formulated as:

“Is there any correlation between the use of Canva in students’ writing achievement and the student’s perception?”.

Methodology

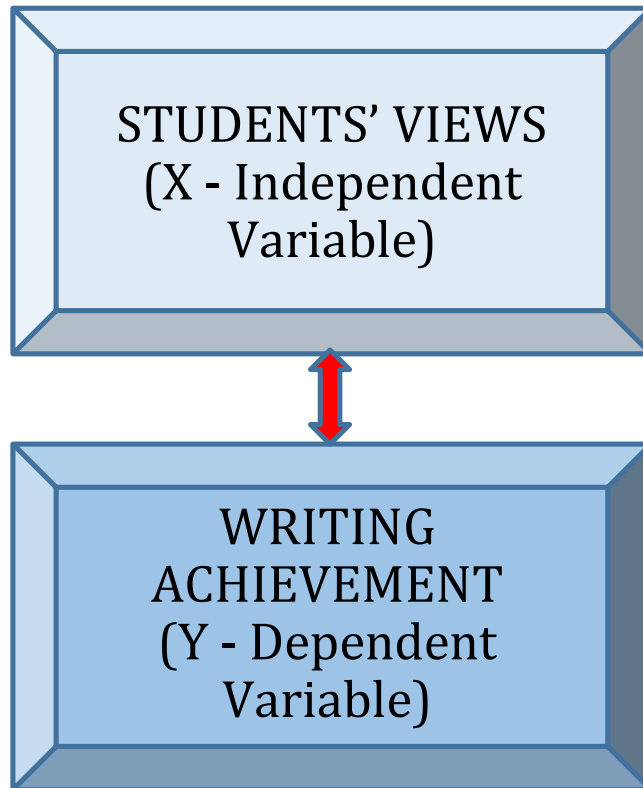
RESEARCH DESIGN	The quantitative research design is frequently used to test of certain (exact) measurement (H. Bungin, 2018)	Correlative quantitative design
DATA COLLECTING	The main goal of correlational research is to understand significant event by identifying relationships between variables. (Fraenkel, 1990)	Using a quantitative method and SPSS to correlate the achievement and perceptions, utilizing a validated eight-item questionnaire adapted from Y. Utami
DATA ANALYSIS	Pearson Correlation as a measuring tool to find out whether the test is correlating with the students' perception or not. (N. Walliman, 2021)	Using Pearson Correlation and SPSS to determine if the test correlated with students' views, using SPSS 25.0.

SAMPLE AND POPULATION

- Students from SMKN 2 Buduran, Sidoarjo, East Java.
- 10th-grade Akuntansi class
- 35 students

Finding

CORRELATION VARIABLE



DATA ANALYZING STRUCTURE

- Normality Test
- Linearity Test
- Coefficient t-test
- Correlation Test

QUESTIONNAIRE INSTRUMENT

Variable	Canva
Sub Variable	<ul style="list-style-type: none">1. Improve student's writing ability2. Improve student's motivation in writing
Number Of Items	5 (1-5) 3 (6-8)

Finding : Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		35
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.14846105
Most Extreme Differences	Absolute	.120
	Positive	.120
	Negative	-.100
Test Statistic		.120
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

For testing whether the distribution of the whole n value's data is normal or not

- The calculation results above show that the asymptotic significance (2-tailed) is 0.200
- Which shows that the return of the significance rules must be > 0.05
- Indicates that the results of the Kolmogorov-Smirnov normality residual test are NORMAL.

Finding : Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Writing Achievement * Students' Views	Between Groups	(Combined)	774.217	13	59.555	1.292	.291
		Linearity	4.583	1	4.583	.099	.756
		Deviation from Linearity	769.634	12	64.136	1.392	.245
	Within Groups		967.783	21	46.085		
	Total		1742.000	34			

- It is known that the value of Linearity Sig. is **0.756**, which is greater than 0.05.
- And the calculated F value is 0.099. Because the value of sig. $0.756 > 0.05$,
- The rules used to determine the linearity of the relationship are as follows: If sig > 0.05 then the relationship is said to be non-linear, while if sig < 0.05 then the relationship is considered linear.
- It means that there is a **linear relationship** between Students' Views variable (X) and Writing Achievement variable (Y).

To compare whether ***Students' views*** (variable X) can be aligned with the ***Writing score*** (variable Y)

Finding : Coefficient t-test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	80.205	7.572		10.592	.000
	Students' Views	-.075	.255	-.051	-.295	.770

a. Dependent Variable: Writing Achievement

b. Independent Variable: Students' Views

- The calculated t value is -0.295.
- The degree of freedom (df) = $35 - 2 = 33$ ($n = 35$)
- The t-table value (0.05: 33) is obtained at 2.034.
- Due to the calculated t value is -0.295 which negative, the result should $< t$ table which become -2.034. (below the rejection area, which is accepted)
- The conclusion is there is NO statistically significant between students' views and writing achievement.

To find out if students' perceptions of Canva (variable X) have a significant impact with their writing scores (variable Y)

Finding : Correlation Test

		Students' Views	Students' Writing Achievement
Students' Views	Pearson Correlation	1	-.051
	Sig. (2-tailed)		.770
	N	35	35
Students' Writing Achievement	Pearson Correlation	-.051	1
	Sig. (2-tailed)	.770	
	N	35	35

Measures the strength and direction of the relationship between X and Y variables

- **Strength of Correlation** : The value of $r = -0.051$ indicates that the relationship between the two variables is VERY WEAK. This value is very close to 0, which is almost no correlation between students' perceptions of writing on Canva and their writing achievement on Canva.
- **Statistical Significance**: The p-value = 0.770 is much greater than the significance level (0.05). From the p-value was decided that the correlation results are NOT statistically significant.

- **Correlation Direction** :

- This correlation shown negative.
- This means that as students' perception of Canva slightly increases, their writing scores slightly decrease.
- $(X \uparrow) = (Y \downarrow)$

Discussion

Data Analyzing Structure

- Normality test shown data is distributed normally ($p\text{-value} > 0.05$)
- Linearity test on both variable X and Y was aligned
- Coefficient test to test the significant of the regression coefficient and found no significant impact of students' views on writing score
- Correlation test was given negative and very weak ($r = -0.051$) for Pearson Correlation and given 0.770 for a p-value greater than 0.05 means that the evidence is insufficient to support a statistically significant relationship between the variables being studied

Theory and Result

- Utami's findings are *in line* with motivation and learning theories, which emphasize the importance of overcoming students' challenges as being lack of motivation, even they were using Canva.
- Hadi et al.'s study showed that the use of Canva *significantly improved* students' writing skills, with students in the experimental class showing improved writing ability.
- The most highest writing score (92) in the class has 28 on view score while the most lowest writing score (67) has 33 on view score

Conclusion

Withdrawal

- This study implies that the independent variables analyzed do not have a meaningful influence on the dependent variable in the context of this study. This finding may provide direction for further research.
- In-depth exploration of the use of Canva, especially in writing skills, is necessary, such as the conduct of workshop.
- Many other factors might have influence more on the relationship between students' writing performance than merely just making their perception of the platform.

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