Teaching Writing Through Canva Application at MTS Al-Islamiyah Ciledug

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Abstract:
This study aims to determine how effective the use of Canva application media is in teaching writing. This research was conducted in July-August at Mts Al-Islamiyah, Ciledug. Researchers used quantitative methods with pre-experimental methods by applying pre-test and post-test as instruments in collecting data. Researchers used one class in class IX-1 MTs Al-Islamiyah Ciledug as the population. The method in this study using the random sampling technique used in class IX-1. The mean score on the post-test was 70.83 and the pre-test was 64.73. It also shows that the $T_{cal}$ value ($9.585$) is higher than the $T_{table}$ ($2.021$), at the 5% significance level. If the result $t$-test is higher than $t$-table, the alternative hypothesis ($H_a$) is accepted, and ($H_0$) is rejected. Based on the results of the t-test calculation above, because the positive hypothesis ($H_a$) is accepted, it can be concluded that the Canva Application is an effective use of media in teaching writing skills.

Keywords: Writing, Teaching Writing, Canva Application

Introduction
Writing is not language but a form of technology developed as tools by human society (Haerazi, 2019). Writing is a process of communication that uses a conventional graphic system to convey a message to a reader. It cannot be denied that writing is the complex skills because the students need to comprehend spellings, grammars, sentences, vocabularies, and structures as the units in writing.

According Sufatmi and Aizan (2016) Writing is one of productive English skills that should be master skill by English as Foreign Language (EFL) students in Indonesia for written communication and academic writing purposes, such as; letters, essays, papers, articles, journals, project reports, theses, etc. In this study, researchers choose writing skills because this skills must be practiced by all students. Writing is considered to have a vital role in the production of that language used for global mediation of knowledge. In expressing ideas, students often find it difficult to interpret words into structured writing. Before they make
their writing into a solid sentence, they need to know or understand through understanding so that the writing can be perceived.

In this case, to build student motivation in writing, researchers tried to do learning through digital posters, using an application called the Canva application. Digital posters can have a positive influence on the learning process. Some of the reasons outlined above have attracted the attention of the author to use digital posters as a medium used in the delivery of lessons. The use of digital posters through canva applications as a media in teaching writing in English subjects is expected to be able to attract the attention of students because there are many choices of poster models with attractive and contemporary models and colors, and have a special appeal in the form of varied images that make it easier for students to understand vocabulary.

By using learning media such as this digital poster is expected to create interest as well as creativity and motivation of students in learning writing skills, so that students can benefit the maximum both from the process and the learning outcomes. Therefore, based on the description above, the researcher wants to know the effectiveness of using the Canva application media on students' writing skills in creating ideas that are poured into posters that can be used as digital information.

Review of Literature

According to Myhill & Watson (2011) research writing was devided into three main groups: cognitive, linguistic and socio cultural aspects. In line with the writing skills, when students write things, they must operate the cognitive, linguistic and cultural aspect in their mind.

Bartan mentioned (2017) “writing is a teachable and learnable skill” for both native and non-native speakers. In foreign language teaching, basically, learners are exposed to varied course books and literary texts as well as other text resources which can help them build up prior knowledge and present model texts for their writing.

Writing means pouring what the writer thinks or feels that come across from the writer’s mind in a written form. Evidently writing needs some efforts to gain good result of a writing especially writing in foreign language. However, it not only uses for interactions and transactions, but also it provides the chances to study abroad for students.
Writing skills in English are also very important activities carried out in schools and colleges. Writing is one of language skills presented in the teaching learning process of English. Starting from the elementary school level, the teacher assigns the task to compose, until the college.

Compared to the other English language skills, writing contributes as one of the most difficult skills to master between other abilities because it requires broad perception and concern on intensive thinking process. The main issue that brought writing especially English hard to master in Indonesia is the background of the language itself because both languages have different culture and grammatical structure. In addition, the lack of appropriate knowledge, skills and training, teacher factors can also influence EFL writing teaching. Teachers' beliefs about the writing approach will determine how writing skills are taught in the classroom. If a teacher believes in producing a final product with error-free writing, she will spend a lot of time teaching grammar structures or editing mistakes made by students, not in the process itself.

In the teaching and learning process, writing has an important role where students' learning abilities can be evaluated by the teacher, because each student has a different understanding of learning. Therefore writing can help teachers know the extent to which students understand in getting conclusions.

As many writing teachers have experienced, most of the main problem that made students do not start to write because they feel unconfident and unenthusiastic there may some reasons for them not to start to write, they never written much in their first language or they think that they do not have anything to say and cannot come up with ideas. And writing needs to combine all the techniques and abilities possessed by students both in terms of vocabulary and sentence structure; combined sentences into a paragraph even text or essay.

To improve students writing skills in a foreign language, it needs special treatment to propose for students. EFL writing language learners can develop their writing skills by practicing best teaching steps. For students, to produce good writing becomes a challenging task because this skill is the most difficult skill of the four skills. Students often face difficulties in getting ideas, choosing ideas to write, outlining, drafting, revising and editing their writing. These difficulties could be minimized or even solved by applying the genre-based language teaching model in the writing class.
The teacher plays an important role in guiding students during writing process. Teachers help students in developing their strategies in writing process. The teacher is also responsible for responding to learners write where language teaching is often explicit. The teacher must be able to describe the characteristics of written text types so that students can understand the differences between types of written text. Teacher also must be able to describe the characteristics of written text types so that students can understand the differences between types of written text. And most importantly the teacher must assessors correct students' writing. This can be a note showing where they wrote well and where they went wrong. It provides feedback on student writing.

Learning English in Junior High School, there are several obstacles that students face in writing. First, their mindset that writing is not important to them because the teacher only asks them to write the text without supporting them why they should write it. The second problem is that many of the students have little or very little grammar. In writing skills, grammar plays an important role because in composing sentences and developing them into good text, students should have the ability to use correct grammar. The third problem is the limited vocabulary of students write. Lack of vocabulary affects the quality of writing compared to other factors such as student motivation and learning preparation. Knowing vocabulary in writing is very important to help students develop texts and support their ideas.

Method

Research Design

In this study, the researcher takes only one class as the sample of this research, that is IX-1 grade in MTS Al-Islamiyah Ciledug. There is 28 female and 13 male in this class. This research was conducted online. The method used in this study is a quantitative method with an experimental research design. Referring to quantitative research procedures, the researcher will specify the relationship between independent variables and population-dependent variables. Pre-experimental design is a descriptive subject that is usually measures once or the experimental subject are measured before and after treatment.

The independent variable is the use of canva application media which as the X variable. While the dependent variable is the understanding in writing
students as the Y variable. In this study, the variable X (using media canva application) is used as one of the media in teaching writing skill. In collecting the data used pre-test and post-test as an instruments.

**Results and Discussions**

The discovery and interpretation of data are served. The data analyzed in this study is the result of the test. The data shown in this section were collected from students' grades on the pre-test and post-test. In the first meeting, students were given the pre-test for measured their narrative writing skill. Then, the researcher given the treatment with the media using Canva Application, in here students were given a tutorial on how to use Canva and the benefits of using Canva. Then the students practice their writing skills with canva, by their own handphone. At the last meeting, the researcher gave the post-test. The results of the two tests were used as a reference for the author to analyze the students’ improvement in writing skills.

**Figure 1.** The result of pre-test and post-test

![Chart Title](chart-title)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>very poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>poor</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>enough</td>
<td>28</td>
<td>9</td>
</tr>
<tr>
<td>good</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>excellent</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Based on the diagram above, it is known that there are 13 students with poor criteria, 28 students with enough criteria and 0 students with very poor and very good scores. In the post-test students who got poor criteria were 11 students, there were 9 students with enough criteria, 21 good criteria and 0 students with very bad and very good scores.

Based on the results of the students 'pre-test and post-test above, the researcher analyzed the results to determine the students' writing skills in narrative
text using the Canva Application. Experimental class students who were treated using the Canva Application were enthusiastic about participating in the lesson. There is a difference between the results obtained by students in the pre-test and post-test. In the pre-test there were no students who got good scores while in the post-test there were 21 students who got good scores. The Canva Application is an application that was recently released among the public that provides various digital templates for writing such as creating advertisements, curriculum vitae, short information and so on. Researchers try to apply it to learning, especially writing skills at the Junior High School level. And they also have the motivation to practice writing skills on the canva app. In short, this media is expected to solve problems and make positive changes in the teaching and learning process.

**Conclusion**

Findings from the current study revealed that student writing improved significantly using the canva app. The results showed that students in the experimental class experienced an acceptable improvement and they were able to write better on the post-test. This higher score could be attributed to presenting the application canva which significantly improved student performance in writing. Apart from increasing students' motivation in writing, the results show that Canva App is not only useful but it can also save time. Thus, it can be concluded that the application of the Canva Application is effectively used as a medium for the writing skill learning process.

**References**


