THE USE OF CANVA APPLICATION IN IMPROVING WRITING SKILLS AT SMAN 2 PAREPARE
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ABSTRACT

The purpose of this study was to determine whether or not the use of Canva Application can improve the writing skills of students of SMAN 1 Parepare. Graphic design applications such as Canva have grown rapidly as tools that are not only useful for visualization, but also for the improvement of writing skills. This study aims to explore how Canva, known for its ease of use and functionality in graphic design, can facilitate and improve writing skills. Based on the interview at SMAN 2 Parepare class XI, it was found that there is still a low level of skill by seeing the mean score of the student s' writing ability is 40 while the standart schole score SMAN 2 Parepare is 70.

This research applied the *Quasi-experimental method*. The population in this study was the eleventh grade students of SMAN 2 Parepare in the academic year 2024/2025. The total population was 348 students and two classes from the eleventh grade were taken as samples by using *cluster random sampling method*, they were given treatment to write descriptive text.

The results of the data analysis showed that the use of Canva Application can improve students' speaking ability, as shown in the improvement of students' writing ability also exceeded the school standard,. The standard applied at SMAN 2 Parepare is 70 while the average post-test score of students got 87.3 in the Post-test result (87.38) is higher than the Pre-test result (42.14), and the t-test value (4.04) is higher than the t-table value (1.68) at the 0.05 level. This indicates that H1 is accepted and H0 is rejected. This means that students who were taught using Canva Application had a better improvement in writing ability compared to students who were taught

without using Canva Application. Canva Application is very suitable for use as research material, especially in the field of English, many options and features can be used and researched. Canva provides many free templates for users. The templates make it easy for them to create attractive designs, without having to have advanced design skills.

Keywords: Student writing skills, Canva Application, Quasi-experimental

Introduction

Uncertainty about what to write, and a lack of knowledge about the proper structure of the text. Consequently, many students tend to write whatever comes to mind without focusing on making their sentences flow well or structuring their writing correctly.(Dhananjaya et al., 2024). Writing at university is an important skill that plays a vital role in academic success. Thaiss and Zawacki (2006) define academic writing as writing that meets educational goals at school or university. Meanwhile, Henning, Gravett and van Rensburg (2002: ix) emphasize that academic writing is a process of thinking using written language. Based on these two definitions it can be concluded that writing at the university level is more than just basic composition, requiring students to be involved in scientific discourse, conducting research, and presenting a well-structured argument. It serves as the primary means of communication, assessment, and dissemination of knowledge in higher education be it essays, research papers, or reports.(Salsabila et al., 2024).

Canva was founded by Melanie Perkins in 2012, Canva is a visual computerized application tool that can help create, plan or modify plans for beginners by on the web. The plan can be through hello cards, banners, pamphlets, infographics, even introductions. Canva can be used in several versions, more specifically web, iPhone, and Android. There are several benefits of Canva, for example, having a wide variety of visually appealing Computerizations, helping to hone innovation, saving more time on planning, being grounded, having image quality with a big purpose, being able to uphold a shared effort, being able to plan with PC or Android, and the results downloadable in jpg and pdf designs.(Saputra et al., 2022). Canva is a graphic design application that allows users to easily design various types of creative materials online. Starting

from designing greeting cards, posters, brochures, infographics, to presentations. Canva is currently available in several versions, web, iPhone, and Android.(Ilham et al., 2023).

Quasi-experiments are studies that aim to evaluate interven tions but that do not use randomization. Similar to random ized trials, quasi-experiments aim to demonstrate causality between an intervention and an outcome. Quasi-experimen tal studies can use both preintervention and postintervention measurements as well as nonrandomly selected control groups.(Harris et al., 2004). Quasi-experimental methods were employed in this research with a nonequivalent control group design involving a treatment class and a control class. The treatment class gets treatment in HOTS-based science questions habituation during the learning process, while the control class in conventional approaches.(Sidiq et al., 2021)

METHODE

The method used in this research is a quasi-experiment with a quantitative approach. Mohammad Ali (1993) explains that: Quasi-experiments are almost similar to actual experiments. The difference lies in the use of subjects, namely in quasi-experiments, random assignment is not carried out, but by using existing groups. The method used in this research is the quasi-experimental method. The quasi-experimental method is a research method that in its implementation does not use random assignment (random assignment) but by using existing groups.

FINDING AND DISCUSSIONS

The findings were ontained throught the writing test in XI student's of SMAN 2 Parepare in academic year 2024/2025. In addition, the researcher gave to the students both of pre-test and post-test. After that, it was continued by analyzing their score between pre-test and post-test both of the classes, experimental class and control class.

1. **The rate percentage scores of writing ability of experimental class and   control class in pre-test and post-test.**

    The results of the pre-test and post-test in the experimental class of students of class XI SMAN 2 Parepare are tabulated as follows:

Table 4 1 The percentage scores of writing ability of experimental class in pre-test and post-test

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Very good	86-100	0	0	2	9,52
2	Good	71-85	0	0	19	90,47
3	Poor	41-55	4	19,04	0	0
4	Very poor	0-40	17	80,95	0	0
	Total		21	100	21	100

As the consideration, the result of pre-test and post-test in control class.

The table discussed as follows:

Table 4.2 The percentage scores of writing ability of control class in pre-test and post-test

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1	Very good	86-100	0	0	11	52,38
2	Good	71-85	0	0	10	47,61
3	Poor	41-55	6	28,57	0	0
4	Very poor	0-40	15	71,42	0	0
	Total		21	100	21	100

Table 4.2 shows that students in control class in pre-test and post-test. The pre-test score of control class shows that 6 students (28,57%) got poor classification and 15 students

(71,42%) got very poor classification. While, in the post- test shows that 11 students (52,38%) got very good classification, 10 students (47,61%) got good classification.

2. The mean score and standard deviation of the pre-test of the students on experimental class and control class.

The mean score and standard deviation of both classes after calculating the result of the students pre-test are presented in the following table:

Table 4.3 The mean score and standard deviation of the students in pre-test

No	Class	Mean Score	Standar Deviation
1	Experiment	42,14	6,62
2	Control	40,47	6,30

Table 4.3 shows that, the mean score of the pre-test obtained by experimental class and control class was almost same before giving treatment. It indicates that the writing ability both class was average same. Furthermore, the mean score of control class would be as a tool in monitoring the mean score obtained by the students in experimental class after giving treatment. In addition, the standard deviation of pre-test in experimental class and control class was categorized high. It indicates that the students' writing ability both experimental class and control class as still variety before giving treatment by using Canva Application.

3. The mean score difference between experimental class and control class

The mean score difference between experimental and control, after calculating the result of the students are presented in the following table:

Table 4.4 The students' mean score difference

No	Class	Pre-test	Post-test	Mean Difference
1	Experiment	42,14	87,38	45,24
2	Control	40,47	80,47	40

Table 4.5 shows that the mean score difference for the experimental class is greater than the control class. The mean difference of both classes is (45,24). It means that the mean score difference of the pre-test and post-test by the two classes are different. The mean score of the experimental class have good significance than in control class.

Hypothesis testing

Table 4.5The t-test and t-table value in pre-test and post test

Test	T-test Value	T-Table Value
Pre-test	0,97	1.68
Post-test	4.01	1.68

Table 4.6 shows that the t-test value of the total scores for two classes for a = 0.05 level significance are different this shows that t-test value in pre-test (0,97) was smaller than t-table value (1.68), it means that there was no significant difference between the students' pre-test of both classes. The t-test value in post- test (4.01) was greater than t-table value (1.68), it means that there was a significant difference between the students' post-test of both classes.

Conclusion

Based on the findings and discussion on the previous chapter, it can be concluded that teaching writing ability by using Canva Applicatin was better than teaching by using piscart application. The mean difference of both classes is (45,24). It means that the mean score difference of the pre-test and post-test by the two classes are different. The mean score of the experimental class have good significance than in control class. T-test value in pre-test (0,97) was smaller than t-table value (1.68), it means that there was no significant difference between the students' pre-test of both classes. The t-test value in post- test (4.01) was greater than t-table value (1.68), it means that there was a significant difference between the students' post-test of both classes. It was proved by rejecting of null hypothesis (Ho) and accepting alternative hypothesis (H₁), after application of t- test formula of post-test where t-test value is higher than t-

table value. It means that Canva Application improve the writing ability of the XI SMAN 2 Parepare.

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