

CHAPTER I

INTRODUCTION

A. Background

English, as an outside language, has been included into Indonesian school curricula since the country's independence. This is a very sound the Indonesian government policy, both a means to improve the quality of human capital and also since many books use English. The reason for this is also related to the necessity of learning English so that one can communicate both orally and in writing. According to Ratmaningsih (2019), the goal of English language instruction in Indonesia is for students to become able to communicate with native speakers of the language. Additionally, non-English speakers of the language teach English as a second language in the country that is used as a communication tool for things like business and education.

In the concept of language learning, there are four language skills that must be mastered by a language learner, namely speaking skills, listening skills, reading skills, and writing skills. These four language skills can be mastered by a language learner supported by the ability to master language components, namely mastery of grammar and vocabulary according to Zaim (2016). All of these skills are expected to be mastered and applied by students in their future lives. However, this research focuses on writing skills.

Writing skills are one type of language skill that students must master. Some experts have put forward the definition of writing. In the opinion of Saleh Abbas (2006), writing skills are the ability to express ideas, opinions, and feelings to other

parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammatical and spelling usage. Basically, the purpose of writing is as a means of communication in the form of writing. Every type of writing certainly has a purpose (Martha and Situmorang, 2018). Writing is making letters (numbers and so on) with a pen or it can also be interpreted as giving birth to thoughts, feelings, with writing (Depdiknas 2003). In this writing activity, the writer must be skilled in utilizing graphology, language structure and vocabulary. Writing skills can be mastered through a lot of practice or regular practice (Sismulyasih 2015).

Writing can be said to be more complex than other language skills. According to Hadfield and Hadfield in Simpson (2014), there are several difficulties associated with writing. First, there are psychological difficulties where the writer must decide what information the reader needs and how best to express it. Second, there are linguistic difficulties where the language used in written language is different from the language used in speech. Thirdly, there are cognitive difficulties where students have to organize their thoughts on paper. Many studies have shown that so far, the teaching of writing has only focused on grammar theory and writing concepts, not supporting students to write as much as possible.

However, along with the development of technology, it is possible for the writing learning process to be carried out without being limited by space and time so that educators can only provide direction to students about the writing learning model carried out in the classroom. This is confirmed by the opinion of Plakans & Gebril (in Huda, 2020) that learning that is carried out without space and time limits

makes it possible to choose the right media in learning as well as the media used can cause interaction between educators and students.

Based on the above opinion, it can be concluded that learning media is something that cannot be separated from the learning process with the aim of making it easier, clearer, students to understand material in learning. Learning media can also be used as a means of channeling information or messages in the learning process.

The impact of technological developments on the learning process requires professional educators to be able to choose and use various types of learning media around them. Given that the era of disruption or industry 4.0 will pose new challenges to the world of education. Therefore, these challenges must be turned into opportunities that can be utilized as well as possible by teachers or educators to take advantage of technological developments in the world of education.

On the other hand, the generation or learners who were born in the early 2000s, they were born at a time when technological developments were increasingly rapid and the development of social media was the craze of all generations. Therefore, educators must be able to provide learning media and media used by students in doing technology-based assignments in the hope that the media used by educators can stimulate students' interest in carrying out learning process activities, especially in learning to write descriptive text. This is because learning to write descriptive text is less attractive to students at UPT SMAN 2 Parepare class X due to the media used by students that are less creative and less in accordance with technological developments.

Based on this problem, one of the media used in developing student skills is the Canva application. Canva is an online graphic design tool (Haake, 2021). Bradley (2015) Canva can be accessed at <https://www.canva.com>, which offers a variety of ready-made designs for creating presentations, posters, blog graphics, and social network headers for our accounts. Canva is capable of creating more sophisticated designs for print media (flyers, posters, invitation cards, brochures, etc.). (Navarre, 2018). Canva helps users demonstrate understanding of a wide range of topics through the development of posters, presentations, flyers, and infographics, book covers, newsletters, programs, reports, media kits, and more (Waring, 2021). Martin (2016) states that Canva offers teachers and students an easy new method to design. The drag-and-drop capability allows the creation of descriptive text modeled after presentations, posters, one-page documents, and social network posts.

Efforts to improve students' 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 students' writing ability is 40 while the standard school score SMAN 2 Parepare is 70. where it is difficult to find the correct information in the data, difficulty in placing punctuation marks and placing the right language elements tired when writing and writing depends on the mood. As for other difficulties where the motivation of writing students to write is caused by methods and learning media that are less interesting. In reality, teachers usually use the lecture method to guide lessons and students only use notebooks as a writing tool.

To overcome these problems during learning, it is recommended to use this Canva application in the learning process.

Based on these problems, the researcher provides an alternative to the use of canva media to improve students' writing skills at SMAN 2 Parepare in class XI with the research title “Improving writing skills by using canva application at SMAN 2 Parepare”.

B. Problem Statement

Based on the above background, the researcher formulated the problem statement as follows: Students' writing Skill weak. Based on the statement of the problem, the research question arises, namely: Does the use of Canva Application improve the student writing skills of SMAN 2 Parepare?

C. The Objective of the Research

Relevant to the problem statement above, the objectives of this research is: to determine whether the use of Canva Application improve the writing skills of students of SMAN 2 Parepare.

D. Significance of the Research

1. Teachers: by using Canva Application as a learning media for learning in writing skills, researchers hope that teachers will be motivated and open new insights regarding the use of digital media as learning media.
2. Students: by using Canva Application as a medium for learning writing skills, students will get a different atmosphere and experience in learning to write, they can have fun.

3. Other researchers: this research can be a reference and consideration in compiling research that has similarities with this research.
4. Readers: it is hoped that this research can be useful for all readers, especially readers who are learning to write English. This research can be used as an option to improve English writing skills.

E. Scope of the Research

The scopes of the research are:

1. By discipline, this research was limited to the field of linguistic subject in the term of English teaching process especially in writing.
2. By content, this research restricted in one genre of Curriculum Merdeka that is descriptive text. In teaching writing based on the core competence 1, 2, 3, 4 and basic competence 1.1 (Grateful for the opportunity to learn English as a language of international communication embodied in the spirit of learning), basic competence 2.3 (Rewarding responsible behavior, cooperation, and peace-loving in performing functional personal communication 3.12 Applying the structure of the text and linguistic elements to perform social functions descriptive text stating and inquire about activities, incidence, and events, short and simple, according to the context of its use, 4.15 Develop descriptive text oral and written, short and simple, about activities, incidence, events, taking into account the social function, the structure of the text, and linguistic elements that correct and appropriate context. Therefore, the researcher limited the study only on the students' writing ability in descriptive text by using canva application.

3. By activity, the researcher taught by using Canva Application. This research was stimulating students in writing Descriptive text by topic use Canva Application as media owned by students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Related Research Findings

Some previous research on this research relates to the use of Canva application-based learning media in improving students' writing skills:

Afdhalluzzikri (2022) in his research entitled "utilizing the canva application as an Indonesian language learning media" concluded that the results of the effectiveness test were obtained from the validation of media experts 95.38% very feasible category, material experts 98% very feasible category, student trials 92.31% answered very feasible, then the post-test results with a classical percentage of 100% very good category. Thus the utilization of the canva application as an electronic-based learning media is very feasible to use in increasing the reading interest of grade II students of SD Negeri Reusak, West Aceh Regency.

Fahminnansih (2021) in her research entitled "Canva writing skills for Graphic Design and Product Promotion in Entrepreneurship-Based Islamic Schools" concluded that positive results were obtained from the use of the Canva application to create product promotion designs at the school, except that this research focuses on teachers as teaching materials in entrepreneurship learning. Research conducted by Gita Permata Puspita Hapsari with the title "Development of Animated Video Media Based on Canva Application to Increase Student Motivation and Achievement" in 2021. In this study, the development of canva-based poster media aims to determine the feasibility and effectiveness of media that has increased student motivation and learning outcomes.

Fathurahmi (2020) in his research entitled "The objective of the study is to investigate the improvement of the students' achievement in writing descriptive text by using Scrapbook as the media in seventh grade students at MTs. Al-Munawwarah Binjai" concluded that research used Classroom Action Research method. The subjects of this research were students in VII grade that consist of 26 students. The instruments to collecting the data was essay test. The result showed there were the improvement of students' writing ability especially in descriptive test. The mean from the pre-test was 57,2 or only 15,4% who success did the test. The mean from post-test I was 72,8 or 50% students who success did the test. The mean from post-test II was 81 with percentage 92,3% students who success did the test. In conclusion, scrapbook as the media can improve students' writing ability, especially in descriptive text.

Apriliana (2022) in her research entitled "Utilization of the PicsArt Application as a Learning Media for Poster Writing Skills for Class VIII Students of Al Kautsar Islamic Junior High School" concluded that the purpose of this research is to find out the utilization of the PicsArt application as a medium for learning poster writing skills for class VIII students of Al Kautsar Islamic Junior High School, South Tangerang in the 2021/2022 academic year. The research method used is a qualitative method. The data collection technique in this study consists of several things, including observation, interviews, documentation, and tests. The aspects assessed in writing posters with PicsArt media are poster content, poster appearance, diction, sentence effectiveness, and the use of spelling and punctuation. The results showed that 6 students scored very well with a mastery

level percentage interval of 86-100, a percentage of 27% of the total 22 students. Then, 10 students scored good with a percentage of 46% and 6 students scored fair with a percentage of 27%. The acquisition of the average value of students after making posters using the PicsArt application which amounted to 81.45 was greater than the average value of making posters before using the PicsArt application with an average of 69.5. The increase can also be seen from the change in category or predicate obtained by students. Thus it can be concluded that the use of PicsArt media is able to produce good grades in learning to write posters for students in class VIII C of Al Kautsar Islamic Junior High School for the 2021/2022 academic year.

Hotima (2021) in her research entitled “Utilization of Picsart Media in Poster Writing Skills at MTs Nur Asy-Syafi'iyah (Yaspina) South Tangerang” concluded that Aims to describe students' ability to write posters after using the Picsart application as a learning medium. The method used in this research is descriptive qualitative. The subjects of this study were 22 posters made by students of class VIII-1 in the 2020/2021 academic year at MTs Nur Asy-Syafi “iyah (Yaspina) South Tangerang. Research results The results showed that the utilization of Picsart media in students' poster writing skills was declared successful with an average score of 76.9 and included in the good category. Thus, it can be stated that the utilization of Picsart media on students can increase the value of writing skills, especially writing posters. This can be seen from the percentage of student scores. A total of 3 students got the excellent category with a percentage of 14%. Furthermore, 14 students got the good category with a percentage of 63%. A total

of 4 students got the sufficient category with a percentage of 18%. The rest, namely as many as 1 student got a poor score with a percentage of 5%. So, it can be said that students have been able to make posters using Picsart media.

From some of the previous studies above, it is clear that there are similarities with this study, namely improving students' writing skills by using Canva Applications. The rest is the difference between this research and previous studies. In most of the previous studies above, the researchers used qualitative research methods. They used interview and questionnaire techniques to obtain information. In this study, the researcher used quantitative quasi-experimental research methods. On the other hand, the researchers above mostly conducted research at the elementary school and madrasah school levels. While in this study, the researcher felt challenged to try to conduct research at the high school level. Then, most of the above studies only explain the relevance and purpose of using Canva Application in learning. In this research, the researcher focuses on the use of Canva Application directly in the classroom as a learning medium for XI students of SMAN 2 Parepare.

B. Concept of Theory

1. Writing Skills

Writing is one of the language skills, in addition to listening, speaking and reading skills. The process of mastering writing skills is at the last level after someone has mastered listening, speaking and reading skills. Writing is a skill that can present a person's mastery of other aspects of language (Nurhadi 2017). Writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. Writing is also

a creative process of pouring ideas in the form of written language According to Dalman (2018).

2. Writing Purpose

Every activity has a purpose, and so does writing. Writing also has a purpose. According to Martha Heasley Cox (1962) in her book entitled Writing Form Process Purpose, she says that the purpose of writing is:

- 1) To inform, you may have more than one purpose in any task. You may want to inform, that is, convey information.
- 2) To entertain, when your purpose in writing is to entertain or be funny if you can; but check carefully the humor you plan to use.
- 3) To satirize, satire is often a form of humor, but always humor with a serious purpose - to reform. a serious purpose - to reform.
- 4) To persuade, if your purpose for writing is to persuade, you want to influence the reader's thoughts or actions. The above is the purpose of writing for general writers, but the purpose for students is learning.

Purpose for students is learning, according to Fred D. White (1986), writing means learning. Therefore, writing has some other purposes for students in writing or it can also be called some other functions of writing for students. These functions are as follows: 1) Writing can improve students' academic performance. 2) Writing enables a writer to create and maintain an image of himself in the eyes of prospective and potential employers. 3) Writing improves personal and community relationships

b. Characteristics of Good Writing

Good writing is the result of careful thought. There are several characteristics of good writing. According to Fred D. White (1986), there are four characteristics of good writing. These characteristics are:

- 1) Appeal to the target reader. That is, a writer must know that his writing is wanted by many readers and in accordance with the wishes of the readers.
- 2) Coherent structure. This means that the writing has an organizational scheme or outline.
- 3) Smooth and detailed development. This means that a writer must develop his or her ideas as if discussing them in detail.
- 4) Appropriate and well-articulated style. This means that a writer must be able to choose the right words to explain his ideas. This is also called diction. It also means that a writer should avoid things like ambiguous sentences or unnecessarily complicated words.

In his book “Teaching Genre-Based Writing says that to produce effective writing base on Pardiyo (2007), a writer must:

- a) Have knowledge of the content and nature of the text. This includes the purpose of writing, writing genre, rhetorical structure, grammar, and textual devices (cohesion and coherence). Cohesion: related to the proper use of grammar substitution patterns, elliptical constructions, prepositions, conjunctions to connect between clauses in a paragraph, and references. Coherent: related to the flow of the topic or train of thought through the use of transition signals to establish linkages between sentences and paragraphs.
- b) Knowledge of basic sentence patterns.

- c) Knowledge of textual devices. This includes linguistic realization. This means that the sentence is grammatically correct and realized by cohesive devices. Topic flow. This means that the sentence is realized by coherent devices.
- d) Identifying the role of the written text. From the writer's side, the written text has a function. On the other hand, from the reader's side, the written text has meaning. The two roles can be summarized into three roles, namely function or meaning. The three roles are: ideational meaning, interpersonal meaning, and textual meaning.

c. Writing Procces

Creative process that takes place cognitively, writing activities include four stages according to Nurhadi (2017), namely: (1) prewriting, (2) idea search stage, (3) idea discovery stage, (4) idea development stage. Pre-writing, writers must prepare materials, gather information, formulate problems, determine focus and process information. The idea discovery stage is where ideas come suddenly and leap into the writer's mind. At the idea development stage, ideas begin to emerge and are organized and developed in accordance with the focus of the writing. The preparation stage is a series of activities carried out before writing activities begin.

Divides the writing stages into three parts according to Dalman (2015), as follows:

- a. This stage is the first stage, the preparation or pre-writing stage is when learners prepare themselves, gather information, formulate problems, determine focus, manage information, draw inferential interpretations of the reality they face,

discuss, read, observe, and others that enrich their cognitive input that will be processed later. In this pre-writing stage there are several activities, namely:

- 1) Determining the topic
- 2) Determining the meaning and purpose of writing
- 3) Pay attention to the target of the essay (reader)
- 4) Collecting supporting information
- 5) Organize ideas and information

In the writing stage we have determined the topic and purpose of the topic and purpose, gather relevant information, and create an outline, then we are ready to write. We develop point by point the ideas contained in the outline outline, by utilizing the materials or information that we have we have selected and summarized. As we know the structure of structure of an essay is the beginning, body, and end.

c. Postwriting Stage

This stage is the stage of refining and perfecting the blurry that we produce. The activities consist of editing and revision. Editing is the examination and correction of mechanical elements of the essay such as spelling, punctuation, diction, grammar, style, decision-making, and other writing conventions and other writing conventions. As for revision or improvement, it is more directed to the examination and improvement of the content of the essay.

2. Descriptive teks

a. Definition

Etymologically, descriptive text comes from the word "to describe". Describing means drawing, illustrating or depicting objects, places, people in order to have a visual appearance of the objects. However, descriptive text can also describe an idea so that it has a visual appearance. In the other words it can be said that descriptive text is a way of describing or illustrating an object, the object can be a person, an idea that comes from the author's eyes. Descriptive Text is a text that purpose to give information. the context of this kind of text is the description of particular thing, animal, person, or another, for instance; our pets, things, or a person we know well. Describes the features of someone, something, or a certain place. It differs from report which describe things, animals, people, or others in general. The social function of descriptive text is to describe particular person, place, or thing (Linda Gerot, Peter Wignell).

Descriptive text consist of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. Good descriptive paragraph are really fun to read because they fuel imagination. A good description allows the reader to be a part of world, to clearly imagine the scene, to feel the sensations, the smells, and about the subject of writing.

Therefore, in descriptive text has generic structure to make perfect paragraph:

- a) Identification: contains the identification of matter or will be described.

- b) Description: contains the explanation or description of the thing or person to mention a few properties. Language features often use in descriptive text is Simple Present Tense. However sometime it uses past tense if the thing to be described does not exist anymore. Significant grammatical features: - Focus on specific participants. (My English teacher, Andini's cat, My favorite place). - Use Simple Present Tense (Past Tense if extinct).

We know that descriptive text is a text that describe something, such as people, places, and things. So, there are three kinds of descriptive text. In this research will focus on describe about people. The description must be organized so that the reader can vividly imagine the scene being describe. The arrangement of the details in your description depend on subject and purpose.

b. Kinds of Descriptive text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

1) Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

2) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification

consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

3) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

4) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.

c. Description of a Things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

a) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

b) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb chiseled also gives the reader a more accurate picture of the wind’s action than made does.

3. Canva Application

Mass media comes from Latin, namely media in the sense of delivery or introduction. In other words, media is a tool that acts as an intermediary or contact person between the information provider and the recipient of information from Arsyad (2016). AECT (Association for Educational Communication and Technology, 1979) in Suryan (2018) explains that mass media are all forms and channels that can be used to convey certain messages or information. Another opinion from Gagne and Briggs in Hamid (2020) states that tools to convey the content of learning materials, which can stimulate students to participate in learning activities, are called learning environments. Raaihanin Ramli (2021) says that

learning media is also an important part of the learning system, so the use of learning media can affect learning outcomes.

Canva is one of the many apps that teachers can use to create educational resources. Canva is an online design application that offers a wide variety of graphic designs consisting of: presentations, posters, flyers, graphics, banners, and photo editing. With Canva, it is very easy for teachers to design learning media in Triningsih (2021) says that Canva facilitates the learning process of teachers and students based on technology, skills, creativity and other advantages because the results of design with Canva can increase student engagement. Interest in learning activities and increase student motivation by presenting teaching materials and resources in an interesting way.

This Canva application can also be used to create thematic learning materials in elementary schools. When reporting from a Canva account or website that provides educational features or uses and states that Canva is a creativity and collaboration tool for all classes. The only design platform needed in the classroom. Developing writing skills, making visual learning and communication easy and fun says Rainbow (2021). From this it can be concluded that Canva expects students to feel comfortable while learning, because Canva has many things to suit.

a. Purpose of Canva Learning Media

The provision of Canva media to students and teachers, as Satrianawati said in Hidayati (2020) is to make it easier for students to understand learning materials and easier for teachers to learn to interpret the materials taught to them. In general, the purpose of using educational media is to help teachers convey important

information or topics to students so that the information can be well received, easily understood, and affect students' writing skills.

Emphasizes the purpose of making educational media learning aids, among others, to facilitate the learning process in the classroom, improve the efficiency of the learning process, maintain the relevance between subject matter and learning objectives and help students' concentration in the learning process. In addition, Suryani (2018). Thus, in my view, the existence of learning media is that learning media must be able to adapt to the rapid development of technology.

b. Canva Learning Function Media

The use of these resources is very effective both offline and online in Analicia (2021). Paid Canvas provides users with a more complete selection of templates and tools. According to the article, the learning.id account with Canva can increase teacher and student creativity in the teaching and learning process through a classroom collaboration. Canva learning environment activities can stimulate learning this opinion, Sanaky (2013) said in Suryan (2018) as follows: 1) Presents objects in real time, 2) Can make imitation objects from real objects, 3) Make abstract concepts more concrete, 4) Equalize opinions, 5) Overcoming the obstacles of limited time, place, quantity and distance. 6) Can re-present information consistently, and 7) Creating an interesting learning atmosphere so that learning objectives will be achieved.

Learning media has other functions for teachers and students, namely as follows: 1) Helps attract attention and motivate students to learn. Meanwhile, in Suryani (2018). Have direction guidelines and a structured learning sequence. 2)

Can help accuracy and accuracy in the delivery of material and presentation of learning material. 3) Can help present concrete material, especially abstract learning material. 4) Make it easier for students to be able to understand the subject matter presented in a structured manner through learning media. 5) Make the learning atmosphere fun and not boring, so that students are more focused in participating in learning. 6) Provide awareness for students with the existence of learning media that is presented in a variety of ways, so that a good and optimal learning process occurs.

So from some of these opinions, researchers can conclude that the use of Canva media by presenting real objects is very useful for learning and can create an interesting learning atmosphere.

c. Advantages of Canva Application

Concluded that participants received supervision and practiced content creation directly, so that the content used as a promotional tool had attractive bargaining power base on Sholeh's research (2020). In addition, Canva makes it easy for someone to create the design they want, for example creating posters, testimonials, infographics, video mockups, presentations, and more in Canva. Because this application offers a variety of available and attractive border themes.

With this Canva App, it can make it easier for someone to create a design that is provided only by adjusting the wishes and choices of text, colors, sizes and images. Easily accessible, the Canva app is accessible to everyone as it is available on Android or iPhone. Just download it to get this app every time you use your

device. If you are using a laptop, the way is to open Chrome or Canva Web and open the Canva app without downloading it.

Canva is an online design program offering a wide variety of materials such as presentations, resumes, brochures, charts, infographics, banners, bookmarks and books offered on this website or application it is said by Tanjung in the Rainbow Line magazine (2020). So from some of these opinions it can be concluded that this research is about using the Canva application as a learning tool to improve students' writing skills.

d. Disadvantages of Canva Application

Canva application depends on adequate and stable internet. If the device or laptop does not have internet or quota to reach the Canva application, Canva cannot be used or supported in the design process. Canva offers paid templates, stickers, illustrations and fonts. Sometimes the media chosen is similar to other designs, be it designs, images, colors base on Merrisa Magazine (2021)

But that's also not a problem because users can choose different models. From this it can be concluded that Canva has disadvantages such as paid Canva features and free Canva features. But that's not a problem because there are still many other interesting and free templates.

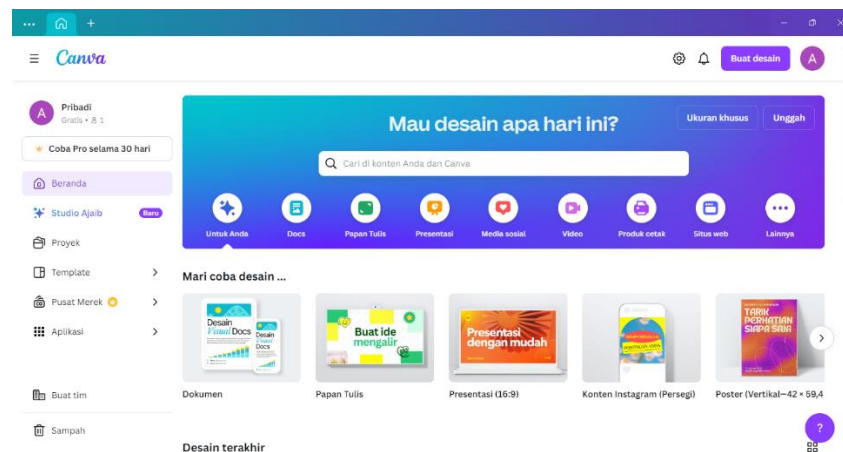


Figure 2 1 Display of Canva Application

4. Picsart Application

Picsart is an app for editing images or photos and videos. The app was released on November and has been downloaded more than 500 million times. The Picsart app can be downloaded from the official stores on smartphone devices (Play Store and App Store). Picsart is a photo editor app that makes it easy for people to create pictures and text. Picsart is the most comprehensive photo editing application that can be used on smartphones. Various features are available in the Picsart application in supporting image editing activities, including filters, collages, frames, stickers, writing effects, clipart graphics, crop, rotate, adjust, color, and other effects.

The features contained in this Picsart application can be used as a medium for making posters in learning. This is because Picsart has very interesting features with various functions. One of the advantages of this Picsart application is the many types of stickers contained in it. In making digital writing, fonts are the most frequently used feature. Various types of fonts are contained in this application. However, users can also make the writing creations they want. Picsart also provides

two additional features, namely Draw and Collage. Draw is an application for drawing or painting, either over an existing photo or a blank page.

This application supports users to draw manually with the Draw feature. This is certainly very useful in making a writing so that the writing becomes more interesting. Picsart is an application that can be used to create graphic designs, including 3D designs. So, it doesn't just give text effects or add stickers to photos. In Picsart, users can create graphic designs from the brush tool, as well as adjust the brightness level of opacity, shadow, and blend. In addition to the features mentioned above, Picsart also provides dozens of effects and photo processing features that are put into eight categories, namely FX, Artistic, Pop Art, Paper, Color Adjust, Distort, Color, Simple, and Corrections. Not only that, this application also provides many interesting and artistic font features. Users can choose and specify fonts according to taste. Of course, in making interesting writing, writing is one of the most important things that must be considered. The more beautiful the form of writing, the more interesting it is to read. There are still many features in the Picsart application that can help in making writing works.

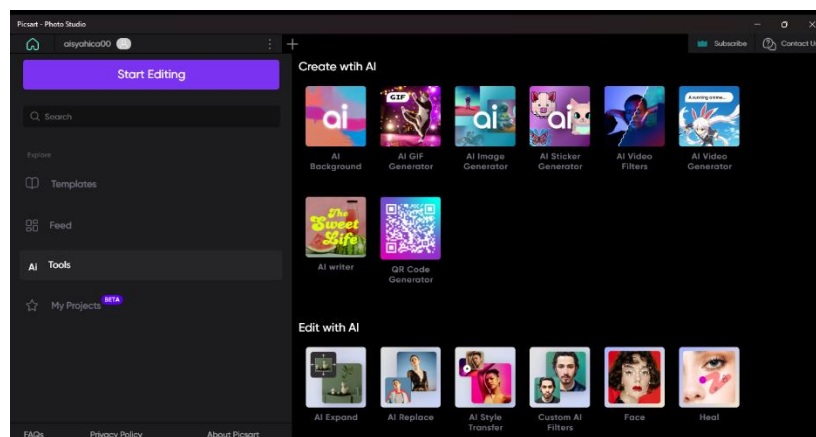


Figure 2 2 Display of Piscart Application

C. Conceptual Framework

The conceptual framework of this research will be shown in the following chart:

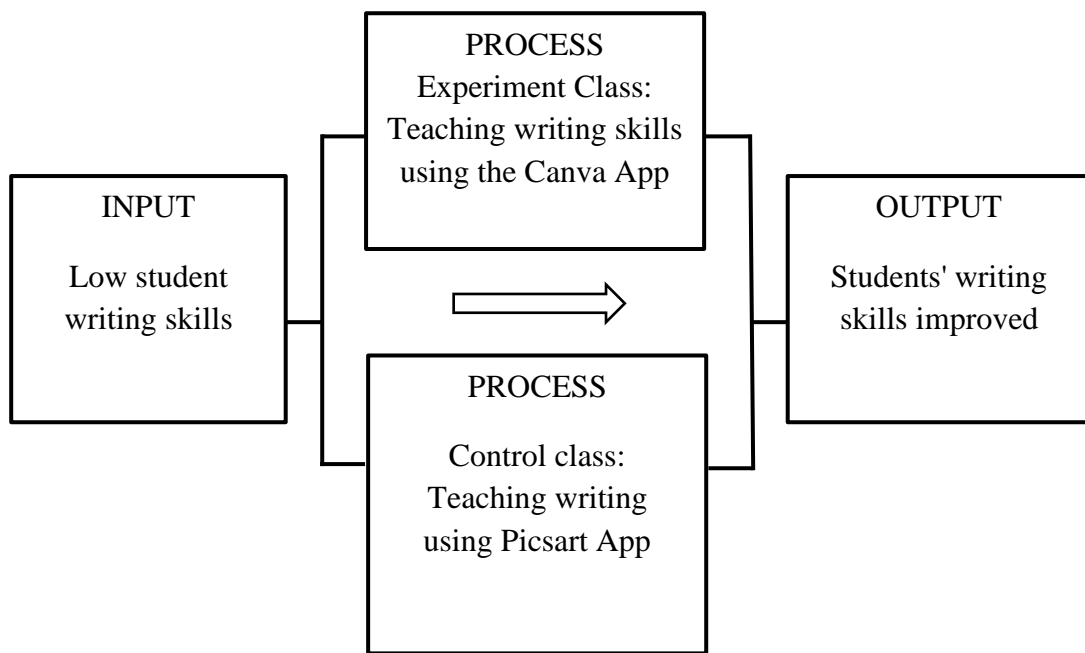


Figure 2 3 Conceptual Framework

Conceptual framework The conceptual framework above shows how the initial state of students' writing skills is low. And also shows how the canva application is a tool used as a learning medium in improving students' writing skills. After going through various learning processes using the canva application, students' writing skills will improve. For more details, the conceptual framework of the conceptual framework is explained in detail as follows:

a. Input

This section shows how the initial ability of each student who on average has a low ability category in writing English. So from this basis, the researcher tried

to solve the problem of low writing skills of SMAN 2 Parepare students through a learning application media called canva.

In this section, researchers will use two classes, namely the experimental class and the control class. Researchers will provide the same material about descriptive text to both classes. The difference is that the experimental class will use the canva application as a learning medium while the control class will use notebooks as a learning medium. In this research process, researchers will conduct six meetings, where one meeting is for the Pre-test, one meeting is for the Post-test, and four meetings are for treatment. For the treatment of each class, both experimental and control classes, researchers describe in detail as follows:

a. Eksperimental Class

- a) Opening the learning according to the class agreement and conditioning students to be ready to learn starting from greeting the teacher and praying
- b) Explaining the concept of descriptive text in more depth, including the types of descriptive text.
- c) Introducing Canva application and its basic features.
- d) Provided practice on creating a Canva account and navigating the interface.
- e) Gave an assignment with the given theme
 - a) Writing descriptive text on the canva application with the given topic “My Country, My School, My Idol, My Family”
- f) Showing the results of descriptive text in front of the class
- g) Gave appreciation to students who performed the task

- h) Provide opportunities for students to ask about things that have not been understood.
- i) Students give closing greetings and pray

b. Control Class

- a) Opening the learning according to the class agreement and conditioning students to be ready to learn starting from greeting the teacher and praying
- b) Explaining the concept of descriptive text in more depth, including the types of descriptive text.
- c) Introducing Piscart Application and its basic features.
- d) Provided practice on creating a Piscart account and navigating the interface.
- e) Gave an assignment with the given theme
- f) Writing descriptive text on the Piscart Application with the given topic
- g) Showing the results of descriptive text in front of the class
- h) Gave appreciation to students who performed the task
- i) Provide opportunities for students to ask about things that have not been understood.
- j) Students give closing greetings and pray

b. Output

In this section, the researcher hopes that with the use of canva application, the writing skills of SMAN 2 Parepare students will improve.

D. Hypotheses

Based on the literature review and conceptual framework discussed above, the researcher states the research hyporesearch as follows:

1) H0 (Null Hypothesis) : The student's who are taught by using Canva App do

not have better writing ability than the students who are taught using Piscart App.

2) H1 (Alternative Hypothesis): The student's who are taught by using Canva App

have better writing ability than the students who are taught using Piscart App.

The hypothesis can be said to be a temporary response to the problem statement put forward based on Sugiyono (2017). This hypothesis is still a preliminary answer because the answers given are only theories needed to support previous research and are not based on field data or the results of data collection conducted in this research. The hypotheses or temporary answers from this research are:

H1: There is an effect of using Canva application learning media to improve the writing skills of SMAN 2 Parepare students.

H0: There is no effect of using Canva application learning media to improve the writing skills of SMAN 2 Parepare.

The working hypothesis of this research is if the use of learning media on Canva Application in the work after treatment (posttest). Based on the above explanation, it can be seen that the use of Canva Application in creating learning materials is very helpful for teachers in preparing designs and communicating information to students in the form of learning materials. Based on the explanation

above, it can be seen that the use of Canva application in creating learning materials is very helpful for teachers in preparing designs and communicating information to students in the form of learning materials. Especially in English subjects, Canva can help students see directly the objects studied and generate students' writing skills. Therefore, this research aims to determine the writing skills in Canva learning in English subjects.

CHAPTER III

THE RESEARCH METHOD

A. Research Method

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. The use of this quasi-experimental method is based on the consideration that in the implementation of this research learning takes place naturally, and students do not feel experimented on, so that this situation is expected to contribute to the level of validity of the research.

The quasi-experimental method has advantages including flexibility in research, skills in handling ethical issues, and relevance in the real world so that these advantages can make research more accurate and not representative (Rohman, 2020). This research uses quasi-experimental methods in addition to the strength and accuracy of the data in the research process, also because researchers want to avoid excessive generalization practices. Although it cannot be denied that of course the quasi-experimental method also has shortcomings, these shortcomings can at least be minimized. Several experiments have proven that the quasi-

experimental method can provide the best chance of obtaining accurate and valuable results.

B. Research Design

Following the previous discussion, the main purpose of this research is to determine the effectiveness of using Canva Application to improve students' writing skills. To process data and determine the results of the research, researchers used quantitative methods. The type of research used in this research is a quasi-experiment with a pre-test/post-test control design. This design was used to compare the results of the control group and the experimental group. The flow of this research is: First, the control group and the experimental group both received a pre-test to analyze the students' initial ability before using the treatment.

Second, the experimental group learned to write by using Canva Application as the treatment in this research. In the final stage, the control group and the experimental group were given a post-test to determine the significant difference in scores. This research used two classes, namely XI 1 as the experimental group and XI 2 as the control group. According to Gay et al. (2012), the quasi-experimental design consists of pre-test, treatment, and post-test with the following formula:

Class	Pre-test	Treatment	Post-test
XI 1	O ₁	X ₁	O ₂
XI 2	O ₁	X ₂	O ₂

(Gay et al., 2012).

In which:

X 1: Experiment class

X 2: Control class

O₁ : Pre-test

O₂ : Post-test

X₁ : Treatment experiment class

X₂ : Treatment control class

There are several reasons why this research uses a pre-test and post-test quasi experimental control design. First, quasi-experiments do not use randomization techniques in determining research objects (Gay et al., 2012). Therefore, this study used two classes, namely XI Smart B3 and XI smart B2 as participants and ensured that students had the same knowledge competency before the research began. Furthermore, due to time and cost constraints, the use of a quasi-experimental design is appropriate in this research. This research has several meetings for the experimental group which aims to provide treatment in this case teaching students how to improve writing skills by using Canva Application. Therefore, it is expected that the use of Canva Application as a treatment can improve students' English writing skills.

C. Population and Sample of the Research

a. Population

It can also be said that the population is a set of units that have the characteristics of the variables under research and the research findings can be generalized According to Shukla, (2020). Meanwhile, according to Casteel & Bridier (2021), the population creates the boundaries of the research scope and

provides environmental and context cues for readers. These boundaries provide natural limits to the research to give researchers the right focus so as not to present the same results for everyone. The definition of boundaries also allows the researcher to identify subpopulations, such as target, sampling, and sample populations, and ensure alignment between these groups in the research.

Based on the definition and explanation of the population above, the researcher determined that the population in this research were all class XI students at SMAN 2 Parepare which in total amounted to 306 students. The population of this research was the XI students of SMA Negeri 2 Parepare school year 2023/2024. There are eleven classes, namely class XI Smart D1 consists of 35 students, XI Smart D2 consists of 30 students, XI Smart D3 consists of 31 students, XI Smart C1 consists of 30 students, XI Smart C2 consists of 32 students, XI Smart C3 consists of 34 students, XI Smart B1 consists of 32 students, XI Smart B2 consists of 21 students, XI Smart B3 consists of 21 students, XI Smart A1 consists of 30 students and XI Smart A2 consists of 30 students, so the total number of population is 306 students.

b) Sample

Sample is a set of units selected to represent the population of interest. The sample must represent the population of interest, so sampling must be done with the correct and appropriate method according to, Gravetter & Wallnau, 2017 in Casteel & Bridier (2021). When selecting a sample, there are two main considerations that must be considered, namely how many units should be in the

sample (sample size) and how these units will be selected (sampling method) (Casteel & Bridier, 2021).

This research uses purposive sampling as a sampling method. Purposive sampling itself is non-random sampling because sample data collection is based on predetermined characteristics to obtain the desired sample. The samples taken are then divided into certain group sections. This total of students consists of two different classes, namely Class XI Smart B2 (21 Students) and Class XI Smart B3 (21 Students). Where class XI 2 is an experimental class that gets pretest (O1), Treatment (x), and Posttest (O2). While class XI smart B3 is a eksperimental class. While class XI smart B2 is a control class given Pretest (O1) and Posttest (O2). This class was chosen based on the research of the problem phenomenon and the recommendation of the English teacher at the school.

D. Research Variabel and their Operational Definition

a. Research Variabel

There are two variables involved in this research, namely dependent and independent variables. The dependent variable is using Writing Skills and the independent variable is using Canva Application in oral descriptive text.

b. Operational Definition of the Variables

This time the researcher tries to explain the operational definitions of the variables that have been mentioned above in the research variables.

- a. Teaching writing using the Canva Application means that in conducting this research the researcher uses the Canva Application as the main purpose to influence the dependent variable.

- b. Canva Application is the media used as treatment in this research. This media can improve students to write descriptive text. Researchers apply this media in the classroom to improve students' writing skills.

E. Instrument of the Research

The research instrument is a descriptive text. Students were asked to write a descriptive text based on a theme using pictures. Students were free to choose a topic from four topics given by the researcher. The topics were: My School, My Country, My Idol, My Family.

1. Data Collection Procedure

The data collection procedure is described as follows:

a. Pre-test

The first step that must be done before using Canva Application as a learning media, is that the researcher will conduct a pre-test to determine the initial skills or basic skills of students in eksperimental class and do the same in the control class and picart application.. In this case, the researcher will provide one topic, then students compose some writings based on the predetermined theme. After that, students will create a descriptive text, and the researcher will assess it using the writing assessment rubric that has been prepared. The estimated time used for the Pre-test is 80 minutes or 1 hour 20 minutes.

b. Post-test

After providing treatment, researchers will conduct a post-test to determine the improvement of students' writing skills. The post-test is carried out based on the treatment given, where students will be given topics to write descriptive texts on

the Canva Application in the previous pre-test in eksperimental class. The post-test is carried out based on the treatment given, where students will be given topics to write descriptive texts on the Picsart Application in the previous pre-test in control class. Then students alternately come forward to present the writing work that has been made. Then the researcher will again assess based on the writing assessment rubric that has been prepared. The estimated time used for the Post-test is the same as the time used in the Pre-test, which is 80 minutes or 1 hour 20 minutes.

2. Treatment

After conducting the pre-test, the researcher will give treatment to students by using the Canva Application for the experimental class and using Piscart Application in control class. However, before the treatment is carried out, students are first directed to download the Canva Application on their respective cell phones in the experimental class. The treatment will be carried out in six meetings, for each meeting the details will be explained as follows:

a. Eksperimental Class

- b) Opening the learning according to the class agreement and conditioning students to be ready to learn starting from greeting the teacher and praying
- c) Explaining the concept of descriptive text in more depth, including the types of descriptive text.
- d) Introducing Canva application and its basic features.
- e) Provided practice on creating a Canva account and navigating the interface.
- f) Gave an assignment with the given theme

- g) Writing descriptive text on the Canva Application with the given topic “My Country, My School, My Idol, My Family”
- h) Showing the results of descriptive text in front of the class
- i) Gave appreciation to students who performed the task
- j) Provide opportunities for students to ask about things that have not been understood.
- k) Students give closing greetings and pray

b. Control Class

- a) Opening the learning according to the class agreement and conditioning students to be ready to learn starting from greeting the teacher and praying
- b) Explaining the concept of descriptive text in more depth, including the types of descriptive text.
- c) Introducing Piscart Application and its basic features.
- d) Provided practice on creating a Piscart account and navigating the interface.
- e) Gave an assignment with the given topic
- l) Writing descriptive text on the Piscart Application with the given topic “My Country, My School, My Idol, My Family”
- f) Showing the results of descriptive text in front of the class
- g) Gave appreciation to students who performed the task
- h) Provide opportunities for students to ask about things that have not been understood.
- i) give closing greetings and pray

3. Technique of Data Analysis

Before analyzing the data, researchers first collected the data and analyzed it using the following procedures: Analyzing and calculating data from the pretest and posttest. Each student can earn a maximum of five points for each category. Then, for descriptive text research guidelines, it still refers to Burhan's research (2010) and will be modified by the author, so the range of descriptive text writing skills research scores for each aspect can be explained as follows:

1. The researcher gave the raw score of that would be classified into five levels as follows:

Table 3 1 Rubrik of score for a assessing and evaluating the students' performance in writing

No	Score	Level	Criteria
1.	Content	5	If the content of the ideas expressed is in accordance with the theme, written concisely and thoroughly.
		4	If the content of ideas is in accordance with the theme but limited and incomplete.
		3	If the content of the ideas expressed is less in accordance with the theme, limited and incomplete.
		2	If the content of the ideas expressed is not in accordance with the theme.
		1	If the content not relevant to the topic, almost no details
2.	Vocabulary	5	If the vocabulary selection is very good and varied, idiomatic usage is very appropriate.
		4	If the vocabulary selection is good and varied enough, idiomatic usage is appropriate.
		3	If the vocabulary selection is adequate, variety is limited, some idiomatic usage is inappropriate.
		2	If the vocabulary selection is poor, variety is very limited, many idiomatic uses are inappropriate.

No	Score	Level	Criteria
		1	very poor vocabulary selection, almost no variety, very inappropriate idiomatic usage.
3.	Grammar	5	If the grammar is complex and only a few errors occur.
		4	If the grammar is simple but effective, there are some errors but the meaning is not blurred.
		3	If there are serious errors in grammar, the meaning is confusing and blurred.
		2	If the grammar is not communicative, there are many mistakes.
		1	Very poor use of grammar, very many errors. No fluency
4.	Mechanics	5	Almost no spelling, punctuation, and formatting errors.
		4	Some unobtrusive spelling, punctuation, and formatting errors.
		3	Some moderately distracting spelling, punctuation, and formatting errors.
		2	Many distracting spelling, punctuation, and formatting errors.
		1	Very many spelling, punctuation, and formatting errors that are very distracting.

(Adapted from Brown, 2007)

Table 3 2 Classsification of score levels

No	Predicate	Classification	Score
1	A	Very Good	86-100
2	B	Good	66-85
3	C	Poor	46-65
4	D	Very Poor	0-45

(sumber: predicate score SMAN 2 Parepare)

2. Collecting raw score:

$$P = \frac{N \text{ Score}}{\text{Max Score}} \times 100$$

Where:

p = Student's Score

N Score = Student's Correct Answer

Max Score = Maximum score that can be obtained by students

(Gay et al., 2012)

4. To calculate the mean score, researchers used the following formula:

$$X = \frac{\sum X}{N}$$

Where:

X = Mean

$\sum X$ = The sum of the scores or values

N = Number of scores

(Gay et al., 2012)

5. To determine the improvement of students' writing skills, researchers used the percentage technique:

$$P = \frac{x_2 - x_1}{x_2} \times 100\%$$

Where:

P = Percentage

x1 = Pre-test mean score

x_2 = Post-test mean score

(Gay et al., 2012)

6. In order to calculate the Sum of Square, the researcher utilized the following formula :

$$SS = \sum x^2 - \left(\frac{\sum x}{n} \right)^2$$

Where:

SS = Sum of Square

$\sum x^2$ = The sum square of the sum score

$\sum x$ = The sum of all square

n = The number of subjects

(Gay et al., 2012)

7. To find the Degree of Freedom (df) of the test, the researcher utilized the following formula:

$$df = n_1 + n_2 - 2$$

Where:

Df = Degree of Freedom

n_1 = The number of subject experiment class

n_2 = The number of subject control class

(Gay et al., 2012)

8. To calculate the standard deviation, researchers used the formula:

$$SD = \sqrt{\frac{\sum x^2}{N}}$$

Where:

SD = Standard deviation

$\sum x^2$ = Sum of all deviations after squaring first

N = Number of Class

(Gay et al., 2012)

9. To determine the significant difference between the pre-test and post-test scores, researchers used the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 + 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = Test of significant difference

\bar{X}_1 = Mean of Experimental Class

\bar{X}_2 = Mean of Control Class

SS₁ = Sum of the Score Experimental Class

SS₂ = Sum of the Score Control Class

n_1 = Total Sample of Experiment Class

n_2 = Total Sample of Control Class

(Gay et al., 2012)

F. Hyporesearch Testing

In testing the research hyporesearch, researchers used a one-sided hyporesearch with $\alpha = 0.05$ and degrees of freedom $(df) = n_1 + n_2 - 2$. Before arriving at the criteria for testing the research hyporesearch, the researcher formulates the statistical hyporesearch as follows:

$$H_0: \mu_1 \not> \mu_2$$

$$H_1: \mu_1 > \mu_2$$

Where:

H_0 = Null hyporesearch

H_1 = Alternative hyporesearch

μ_1 = The average score of students in the experimental class

μ_2 = Average score of students in the control class

(Gay et al., 2012)

- a. If t-test value $> |t$ -table value, H_0 is accepted and H_1 rejected. It means that the student's writing ability of the student's of SMAN 2 Parepare who are taught by using Canva Application is not better than the student's writing ability that are using piscart Application.
- b. If t-test value $> t$ -table value, H_0 is rejected and H_1 is accepted. It means that the student's writing ability of the student's of SMAN 2 Parepare who are taught by using Canva Application is better than the student's writing ability that are using Piscart Application.

BAB IV

FINDING AND DISCUSSIONS

This chapter deal with the findings of the research and the discussion of the findings. The data from the pre-test and post-test analyzed into percentage and categorize into some criteria. In discussion stage is described the implementations of the findings given.

A. Finding

The findings were obtained through the writing test in XI student's of SMAN 2 Parepare in academic year 2024/2025. The researcher applied all of the procedures that had been showed in the chapter III. 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. It aims to find out the significant different of the students from both of the classes, the researcher collected data from the test which has been given to the students. After analyzing data, the researcher found the students' score and it was tabulated in the table.

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

Table 4.1 shows that students in the experimental class in pre-test and post-test. The pre-test score of experimental class shows that 4 students (19,47%) got poor classification, 17 students (80,95%) got very poor classification. But, in the post test, 2 students (9,52%) got very good classification, and 19 students (90,47%) got good classification.

Based on the explanation above, we can see that most of the students' scores before being given treatment are classified as poor score. Although there were some students who managed to enter the classification as good none of the students managed to enter the very good Score classification. After the researcher gave the treatment using the Canva Application, most of the students' scores were classified as good score. However, we also see that there are some students who managed to enter the classification with a very good Score.

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.

From the explanation above, it can be seen that most of the students' scores before being given the treatment were classified as Poor and after being given the treatment using the Piscart Application most of the students' scores were still classified as Fair. Even so, we can still see the improvement in the control class but when compared to the improvement in the Experimental Class it is higher than the control class.

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.

As the consideration, the result of mean score and standard deviation of the students' post-test both in experimental class and control class. The table described below:

Table 4.4 The mean score and standard deviation of the students in post test

No	Class	Mean Score	Standar Deviation
1	Experiment	87,38	4,90
2	Control	80,47	6,50

Table 4.4 shows that the students' writing ability both experimental class and control class was improve after getting the treatment. However, the improvement was different. The mean score of experimental class is greater than the control class. The result of standard deviation also showed that the students were less variety in writing ability after giving treatment. It caused by the use of Canva Application made the students easy and interested to write.

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 4.5 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.

4. Hyporesearch testing

Table 4.6The 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 $\alpha = 0.05$ 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.

B. Discussion

This section explains the results of the research which consist of three things, namely the achievement of research objectives, specific findings, problems in research, and related theories.

In this part, the researcher discusses the result above finding. At SMAN 2 Parepare, especially in XI class, the students' writing ability categorized was poor. It can be seen from the mean score of the students is 40 while the standard school score of SMAN 2 Parepare is 70. The problem was caused by some factors such as the lack of the students' idea and they are not interested in writing. Because of that, the researcher interested to use Canva Application as media to improve writing ability of the students. According to Sanaky in Sundayana (2013) media can be motivation for students to research because it creates well condition which flexible, enjoyable, relax, and interesting. In other words, by providing media, the students are not bored again and can share their ideas in written form.

In experimental class, the researcher gave treatment for four times with directed writing process. Every meeting, the researcher gave different theme and the students were using Canva Appliation. First stage, the researcher explained

about the generic structure and linguistic elements that is used in teks descriptive. Then, the researcher asked the students to pay attention to using Canva Application to make writing teks descriptive. In pre-writing stage, the researcher asked the students to list as many words related to make teks descriptive based on the theme each meeting. And the writing stage, the researcher distributed worksheet in order to students developed their ideas into some paragraph. After finishing, in the first and third meetings, the researcher chose some students randomly to write their work on the board and other students observed and corrected the mistakes, while in the second and fourth meetings, the researcher showed the right descriptive text. This is called the revising and editing stage. In the control class, the researcher gave the treatment four times with the same steps without using the piscart application.

Before giving treatment the students' writing ability in writing was poor, which was proven by the percentage of the total score of pre-test for the two classes (experimental and control class) the students' mean score from the pre-test obtained by the students' for the experimental class was 42 and for the control class was 40. It means that the mean score of the pre-test obtained by two classes are almost same and there was no significant difference between the students' pre- test of both classes in writing ability.

After giving treatment for four times to each class, the students' writing ability was categorized improve for both classes especially in experimental class, which was proven by percentage of the total of post-test for both classes (experimental and control class). The experimental class which taught by using Canva Application is 87,38, while the control class which taught by using conventional way is 80,42.

It means that the mean score of experimental class is better than the mean score of control class in writing ability.

In this research, it was found that teaching by using Canva Application can improve the students writing ability. This research supports some previous research findings. The first is conducted Afdhalluzzikri (2022) in his research entitled "utilizing the Canva Application as an Indonesian language learning media" concluded that the results of the effectiveness test were obtained from the validation of media experts 95.38% very feasible category, material experts 98% very feasible category, student trials 92.31% answered very feasible, then the post-test results with a classical percentage of 100% very good category. Ningrum, (2023) 'The Effect of Using Canva Application In Writing Descriptive Text for Students Class VII SMPN 14 Dumai' she used a quantitative Quasi-Experiment method with Pretest-Posttest research design. Control Group Design. The data analysis technique uses normality test, homogeneity test, and hyporesearch test (test homogeneity test, and hyporesearch testing (t-test). Based on the first research results, the results of the t-test with the help of the SPSS application with the assumption that if the significance value <0.05 then there is an influence or the hyporesearch is accepted. The t-test result is $0.000 < 0.05$ then H_a is accepted.

It can be concluded that 'There is a significant influence between the Canva Application media in writing description texts of seventh grade students of SMP Negeri 14 Dumai'. It proved by Nugroho (2023) with his title 'the effect of using Canva on learning Writing procedure text' he used two types of variables, the first variable is Canva, which will affect the dependent variable.

The second variable is learning outcomes, which will affect the dependent variable. dependent variable. The sample of this research is class X students of SMK Negeri 2 Trenggalek. Trenggalek. Researchers chose class X RPL B as the control group and XAK B as the experimental group. Based on the data results, Sig. value on Saphiro-Wilk experimental group 0.188 greater than 0.05 and Sig. on Saphiro-Wilk control group 0.036 greater than 0,05. This means that the samples in this research are normally distributed. Based on the 'Independent Sample Test', the Sig. (2-tailed) of the posttest is $0.026 < 0.05$. then as a basic rule for conducting t-test

It can be concluded that H_0 is rejected and H_a is accepted. Thus, it can be concluded that there is a significant effect of significant effect of students' procedure text writing learning in the experimental and control groups. Based on this result, Canva as the treatment of this research is an effective learning media for learning to write procedure text for students. The researcher can take a conclusion that using Canva Application gives effects to improve the students' achievement in writing teks descriptive. Before the media was gave, the students seemed to be not interested in writing lesson, after the media was given the students were interested in writing lesson, usng Canva Application made them easier to write because they can look at the picture and expose real life situation although it was happened a long time ago. They enjoy writing because Canva Application has many features, so they can express their ideas more easily. After Canva Application was implemented in the classroom, the students were more focused and actively participated in the writing lesson during the teaching-learning activity, Canva Application increased students' attention when they were asked to write descriptive

text, so they were interested in participating in the lesson and the rapid development of technology can be utilised as an effective learning tool, improving the quality of information delivery, and expanding the reach for students. There are several advantages of using Canva Application as media in English learning, namely it can stimulate and motivate students to be more observant and expressive; Cheap; Widely available for free, and quite easy to find; Can be used individually or in groups; Can be displayed for as long as needed so that students can work at their own pace; Cutting-edge and can bring reality into the classroom; Can increase students' creativity in writing. The Canva Application has several advantages, available in both the app and web version. Very complete functions for videos, photos, PowerPoint and documents. Very complete tools, including templates, fonts and more. very complete features for editing and creating designs. its use is very simple compared to other applications or platforms. Flexibility is one of the advantages of the Canva Application. This is because students can work with other students or team members to create designs. On the other hand, students can share design links with other team members via gmail, WhatsApp, and other social media.

From the result of the research reveals by using Canva Application can improve the students' writing ability. From this research shows that the hyporesearch which by using Canva Application was better than conventional way to improve the writing ability of XI students of SMAN 2 Parepare. The truth of the hyporesearch indicator suitable with the result of the research, explicitly can shows based on the standard score of SMAN 2 Parepare is . Indicator of the improved of

the students writing ability if they got upper expected score was > 70 . After applying the t-test formula, the result of computing of t-test for pre-test 0,97) and for post-test (4.01) if it concluded with the t-table value with degree of freedom (df) = 40 and the level significance $\alpha = 0.05 = 1.68$. The t-test value for pre-test (0,97) is smaller than t-table value (1.68) and t-test value for post-test (4.01) higher than t-table value (1.68). The discussion above indicates that the null hyporesearch is rejecting and alternative hyporesearch is accepting. It means that Canva Application able to improve the writing ability of the XI students of SMAN 2 Parepare. The students who are taught by Canva Application.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion on the previous chapter, it can be concluded that teaching writing ability by using Canva Application 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 hyporesearch (H_0) and accepting alternative hyporesearch (H_1), 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.

B. Suggestions

Based on the conclusion above, the researcher give some suggestions as follow:

1. For English Teacher

- a. Canva Application is suitable to be used as media in the learning process to improve students' speaking Skills.
- b. Canva Application can be a very suitable option to avoid monotonous learning media and methods.

- c. Before teachers use Canva Application, it would be nice if teachers first understand each component in Canva Application. This is due to the lack of teachers who apply and use this application as a learning media.
- d. In implementing learning using Canva Application, teachers should be wise in choosing a theme or topic, it must be adjusted to the abilities and needs of students.

2. For Students

- a. Canva Application can be used to writing skills easily, and with fun and of course, can be accessed only by using a cell phone.
- b. Learning Speaking using the Canva Application should choose a topic or theme according to your needs.
- c. We recommend using the Canva Application for free, no subscription is required.

3. For the next Researcher

- a. 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. Various multimedia elements can be inserted easily in the Canva application. So users can insert photos, videos, graphics, vectors, and so on. This feature makes it easy for users to create their designs as interesting as possible.

b.Future researchers can pay more attention to having to go online or use an internet connection sometimes requiring a stable internet connection to open the application or Canva website and not all features and tools are available for free or require a paid account.

4. a paid account.For the Readers

Canva Application can be used as one of the options for improving English writing skills.

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