Improving Students' Writing Ability Through Canva Application at Seventh Grade Students of SMP Muhammadiyah 2 Bandar Lampung in 2022/2023

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Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menulis siswa melalui pemanfaatan aplikasi Canva dan mengetahui apakah penerapannya dapat meningkatkan aktivitas belajar siswa. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK), dengan memanfaatkan data kuantitatif dan kualitatif. Data kuantitatif dianalisis dengan menggunakan rumus statistik rata-rata, sedangkan data kualitatif dianalisis secara deskriptif. Hasil penelitian menunjukkan adanya peningkatan aktivitas belajar siswa yang ditunjukkan dengan skor rata-rata aktivitas belajar siswa pada Siklus 1 (6,99) dan Siklus 2 (7,33). Selain itu, hasil tes tertulis menunjukkan peningkatan nilai rata-rata dari Siklus 1 (61,83) menjadi Siklus 2 (76,83), dengan peningkatan sebesar 15 poin. Dengan demikian dapat disimpulkan bahwa aplikasi Canva dapat meningkatkan aktivitas belajar dan kemampuan menulis siswa kelas VII SMP Muhammadiyah 2 Bandar Lampung tahun pelajaran 2022/2023.

Kata kunci: *Penelitian Tindakan Kelas, Aplikasi Canva, Kemampuan Menulis*

Abstract

The purpose of this research is to improve students' writing ability through the utilization of the Canva application and determine whether its implementation increases students' learning activities. The research employed a Classroom Action Research (CAR) method, utilizing both quantitative and qualitative data. The quantitative data was analyzed using the mean statistical formula, while the qualitative data was analyzed descriptively. The findings revealed an improvement in students' learning activities, as indicated by the mean scores of students' learning activities in Cycle 1 (6.99) and Cycle 2 (7.33). Moreover, the writing test results showed an increase in the mean score from Cycle 1 (61.83) to Cycle 2 (76.83), with an improvement of 15 points. Consequently, it can be concluded that the Canva application can improve students' learning activities and writing ability among seventh-grade students at SMP Muhammadiyah 2 Bandar Lampung in the academic year of 2022/2023.

Keywords: *Classroom Action Research, Canva Application, Writing Ability*

INTRODUCTION

Writing is the process of using symbols (letters, punctuation marks, spaces) that can be used to convey thoughts and ideas in a readable way. According to (Hyland, 2004: 9) writing is a way to share personal meaning. That is, writing is a way to express feelings and thoughts to others that has meaning and purpose with the aim of communicating, so writing can be considered as another way to help communicate. People can share and express their thoughts, opinions, views, or experiences in the form of text. Learning to write is important,

especially now that technology is the foundation of communication.

Most of the activities in today's technology world involve writing activities such as sending business letters via email, article writing, and websites. For students' mastery of writing skills is very important, when they learn English at school, it is always about writing activities. Students will know some topics about the subject of the text that the teacher asks students to write texts in English. at College, students are required to study and write a paper or thesis as a condition for graduating from the University. Therefore, to create a good work, good writing skills are also needed. More practice and consultation with teachers in schools is what students need to acquire writing skills.

In fact, most of students are hesitant or not interesting to write. For Indonesian students, writing is considered the most difficult language skill, most people think the same way. It is caused writing is a more complex skill and there are many aspects that must be mastered to produce good writing, such as vocabulary, organization, content, language use and mechanics. It is not only how students can form sentences, but also how they can be grammatically and structurally combined word by word and sentence by sentence. Writing is very important because by writing the students can improve their ability in English. By using writing the students can express their idea, knowledge, and so on.

Therefore, the responsibility of the teacher as a facilitator is to find solutions in solving these problems. Based on these facts, the writer used Canva application as a tool to assist students create better writings that can help them express their ideas, thoughts, opinions, and experiences in a contemporary way. Canva may also be used in schools as a tool for instruction and learning. Many educators from around the world have used Canva's educational capabilities.

Based on Geetesh (2019) McKenzies working as Canva's head of PR and communications. According to her, it is an online publishing and design platform that makes graphic design simple for everyone. Besides that, Neltner in Manowong (2021: 105) stated that Canva is an online graphic design tool that can be used to make anything from posters to flyers to Facebook headers. Many teachers use it because it is easy to use when developing writing forms. Students' writing abilities, creativity, and motivation may all be improved by using Canva.

According to Yundayani et al (2019: 6) they provide a comprehensive explanation of the numerous benefits of incorporating Canva into writing instruction. They outline several advantages as follows:1) As a teaching tool, it assists teachers in developing student creativity, fostering teamwork, and simplifying work. 2) Canva could help lecturers or teachers who want to shift their class to a virtual setting while keeping it interesting, relevant, and creative. 3) Through Canva, the student may easily make their writing, presentations, and projects more interesting. 4) Students' conceptions may be developed when they use the Canva graphics. 5) The students are self-assured and motivated as they develop their writing to be representative. 6) Readers are excited to read work that contains informational text because of Canva's attractive design. Canva can help students produce writing in an interesting form, and also has an impact on reader interest. The thinking power to bring up students' concepts is gradually increasing while creating the text. Canva also makes it easy for teachers to deliver and organize materials to make them more representative and interactive.

However, the Canva application has several limitations. As stated by Yundayani et al (2019: 6), it contains a few limitations to adopting the Canva applicationfor teaching and learning1) When writing on Canva, grammar and part-of-speech problems are not corrected automatically. 2) Canva cannot provide feedback directly from teacher through the application on the writing that students submit. 3) A smartphone and internet access are required.Due to the several limitations, here are some solutions to the problems mentioned above that can help overcome these disadvantages. Firstly, students had to submit their writing to the teacher, then the teacher manually fix students' grammatical errors and give feedback on their work before publishing their writings on an internet platform where many people would read. About internet connection, students will be instructed to use the

accessible school Wi-Fi during the learning process, if there isn't, the teacher can configure his own smartphone to function as a personal hotspot.

In addition, there is some previous research about teaching and learning English using Canva application. Lulu Mukarromah (2019: 9) said that Canva application is effective to improve students' writing skill based on the qualitative data analysis. Furthermore, Sinta Rosandra (2022: 65) found a significant influence of using Canva towards students' writing ability in procedure text.

On the other side, implementing Canva applicationmay additionally be applied in the teaching and learning of writing. Nabela in Sinta Rosandra (2022: 30), who notes that since Canva gives students the tools to develop their writing ideas, writing is also made simpler for students. Canva makes it simple for them to express their ideas, which also makes it simpler for readers to comprehend the messaging too. With the use of Canva, educators can create more visually appealing materials that illustrate and illustrate new learning concepts in accordance with the goal's learning material. Canva can help students find their writing passion and encourage them to comprehend and absorb knowledge rapidly.

The writer applied the Canva appliation for the present research because it has the ability to improve the English learning process, notably in the writing element. Furthermore, this study has various research objectives. 1)to find out the improvement of students' writing skill through Canva application.2) determine whether implementing the learning by using Canva application increases students' learning activity or not.

METHOD
Research Design
The writer employed Classroom Action Research (CAR) to improve students' writing ability using the Canva application. With the aim of improving the teacher's performance and improving the learning outcomes for the students, classroom action research is investigation carried out by a teacher within the confines of the classroom through self-reflection, as this is reinforced by Burns' opinion (2010: 2) which states that action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts

Data Collection Technique
The writer used two types of tests to assess students' writing ability. The first was a formative test, which was used to assess students' progress during each meeting of the learning process. The second test was a summative test, which was used at the end of each cycle to assess the students' learning.The writer used a writing test to determine the students' writing abilities. The writer assigned some topics to the students and then asked them to write a composition based on the topic they had chosen.

RESULTS AND DISCUSSION
This research was carried out on May, 30th until June, 7th 2023 at SMP Muhammadiyah 2 Bandar Lampung in academic year 2022/2023 with the population of class VIIgrade.The writer had two hypotheseswhen doing investigation, there was: 1) Canva application can improve the students writingability, 2) Canva application can improve the students learning activity. The writer used a table to figure out the data of students' scores in the process of learning writing.

Table 1. The Result of Students' Observation Sheet in Cycle 1 at the Seventh Grade of SMP Muhammadiyah 2 Bandar Lampung

no	Students name	in answering teacher question				in asking the questions about the material given				in doing individual assignment				in doing group assignment				in finding learning resources				Total score	Average score
		9	8	7	6	9	8	7	6	9	8	7	6	9	8	7	6	9	8	7	6		
1	AS				√			√				√				√			√			35	7
2	BS			√				√				√				√				√		35	7
3	EF			√				√				√				√				√		35	7
4	GAP		√						√			√				√				√		33	6,6
5	HAA		√						√			√				√				√		33	6,6
6	KKL	√					√				√					√			√			39	7,8
7	MIFM		√					√				√				√			√			35	7
8	MAA	√						√			√					√			√			38	7,6
9	NQPT			√			√					√				√				√		36	7,2
10	NSA		√					√				√				√				√		34	6,8
11	SR		√					√				√				√				√		34	6,8
12	SLA		√						√			√				√				√		33	6,6
Total score		**79**				**83**				**86**				**84**				**88**				**420**	**84**
Mean		**6,58**				**6,91**				**7,16**				**7**				**7,33**				**34,98**	**6,99**

Table 2. The Explanation of Students' Learning Activities in Cycle 1

No	The students' learning activity	Average score	Criteria
1	Students' activity in answering teachers' questions	6,58	Less Active
2	Students activity in asking the question about the material given	6,91	Less Active
3	Students activity in doing individual assignment	7,16	Quite Active
4	Students activity in doing group assignment	7	Quite Active
5	Students' Activity in Finding Learning Resources	7,33	Quite Active

Table 3. The Range of Students' Learning Activities

No	Range of Score	Category
1	>8.00	Very Active
2	7.50 - 7.99	Active
3	7.00 - 7.49	Quite Active
4	6.00 - 6.99	Less Active

Based on the of the average score in cycle 1 in the criteria of students' learning activities in Canva application, the writer found out that the students learning activities was less active (6,99).

Table 4. The Score of Summative Test in Cycle 1 at Seventh Grade of SMP Muhammadiyah 2 Bandar Lampung

.No	Students' Name	KKM	Cycle 1	Complete	Incomplete
1	AS	65	64		
2	BS	65	66		
3	EF	65	61		
4	GAP	65	48		
5	HAA	65	70		
6	KKL	65	89		
7	MIFM	65	62		
8	MAA	65	64		
9	NQPT	65	53		
10	NSA	65	50		
11	SR	65	66		
12	SLA	65	49		
	Total		**742**		
	Mean Score		**61,83**	4	8

Table 5. The Percentage of the Students' Score in Writing Test of Cycle 1

No	KKM	Information	Cycle 1	
			Number of students	% Completeness
1	≥ 65	Complete	4	33,33 %
2	≤ 65	Incomplete	8	66,67 %
	Total		12	100%

Referring to the provided information, 33,33% of the students scored above the minimum passing grade (KKM) of 65, while 66,67% scored below it. A total of 12 students were accounted for in these categories. Similarly, 33,33% of the students achieved success in English learning, comprising a total of 4 students. it can be concluded that the students' learning achievement was unsuccessful.

Table 6. The Result of Students' Observation Sheet in Cycle 2 at the Seventh Grade of SMP Muhammadiyah 2 Bandar Lampung

no	Students name	in answering teacher question				in asking the questions about the material given				in doing individual assignment				in doing group assignment				in finding learning resources				Total score	Average score
		9	8	7	6	9	8	7	6	9	8	7	6	9	8	7	6	9	8	7	6		
1	AS			√			√					√			√				√			37	7,4
2	BS			√			√					√			√				√			37	7,4
3	EF			√				√				√			√						√	36	7,2
4	GAP		√				√					√			√						√	34	6,8
5	HAA		√				√			√					√						√	35	7
6	KKL	√					√			√				√					√			40	8

7	MIFM	√	√	√	√	√	38	7,6
8	MAA	√	√	√	√	√	39	7,8
9	NQPT	√	√	√	√	√	38	7,6
10	NSA	√	√	√	√	√	36	7,2
11	SR	√	√	√	√	√	35	7
12	SLA	√	√	√	√	√	35	7
Total score		**83**	**88**	**90**	**89**	**90**	**440**	**88**
Mean		**6,91**	**7,33**	**7,5**	**7,41**	**7,5**	**36,65**	**7,33**

Table 7. The Explanation of Students' Learning Activities in Cycle 1

No	The students' learning activity	Average score	Criteria
1	Students' activity in answering teachers' questions	6,91	Less Active
2	Students activity in asking the question about the material given	7,33	Quite Active
3	Students activity in doing individual assignment	7,5	Active
4	Students activity in doing group assignment	7,41	Quite Active
5	Students' Activity in Finding Learning Resources	7,5	Active

Based on the of the average score in cycle 2 in the criteria of students' learning activities in Canva application, the writer found out that the students learning activities was active.Referring to the table of the students' observation sheet, the analysis reveals that the average total score in cycle 1 was 6.99 (Less Active), whereas in cycle 2, the mean total score increased to 7.33 (Quite Active), it can be inferred that there was an improvement in students' learning activity within the class as they progressed from cycle 1 to cycle 2.

Table 8. The Score of Summative Test in Cycle 2 at Seventh Grade of SMP Muhammadiyah 2 Bandar Lampung

.NO	Students' Name	KKM	Cycle 2	Complete	Incomplete
1	AS	65	87		
2	BS	65	83		
3	EF	65	74		
4	GAP	65	62		
5	HAA	65	88		
6	KKL	65	92		
7	MIFM	65	81		
8	MAA	65	89		
9	NQPT	65	60		
10	NSA	65	69		
11	SR	65	74		
12	SLA	65	63		
	Total		**922**	**9**	**3**
	Mean Score		**76,83**		

Table 9. The Percentage of the Students' Score in Writing Test of Cycle 2

| No | KKM | Information | Cycle 2 | |
			Number of students	% Completeness
1	≥ 65	Complete	3	25 %
2	≤ 65	Incomplete	9	75 %
	Total		12	100%

Based on the result of writing test in cycle 2 showed that were 9 students or 75% of all students at seventh-grade students of SMP Muhammadiyah 2 Bandar Lampung got the score above the minimum mastery criterion. It was improved the students' writing ability.

Improving Students' Writing Ability Through Canva Application

Writing is a type of communication in which people express themselves verbally and on paper in order to organize their knowledge and opinions into convincing arguments and to transmit meaning through well-constructed text by connecting words and phrases. In writing, is not enough if just produce words and sentences, we must also be able to produce connected series of words and sentences that are grammatically and logically linked in order to produce a work of writing. Based on Meyers (2005) in(Khaerani, 2015), writing is a way to produce language, which you do naturally when you speak. Writing is also an action of process in discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

Writing is a difficult subject for teachers to teach. They must be innovative in their method selection. The used of Canva application was effective in teaching writing. The use of technology-based language learning in the context of EFL is growing. For various other learning purposes, other learning tools have also been used. For example, when teaching writing skills, various learning methods are used to build the various components of writing skills. In addition, Haerazi, Utama, & Hidayatullah (2020: 58) said that mobile applications can also be used to increase students' confidence and writing skills. Canva is an application that is suitable for use as a learning media in this increasingly modern era, we can minimize the use of paper for writing with the goals listed above. To create a written work that has creative value that deserves appreciation, Canva is the solution. The use of Canva as a mobile application to support learning activities is also quite interesting and fun and in accordance with the times and what students like.

The Result of Observation Sheet in Cycle 1

The result observation sheet was taken from students' activity and ability in the process of learning activity which had observed English teacher. From the result of the observation sheet (Table 1 and 2), it was concluded that students' activity in answering the teachers' question was less active, it could be seen from the average score was 6.58. Students' activity in asking the question about the material was less active, it could be seen from the average score was 6.91. Students' activity in doing the assignment (individual) was quite active, it could be seen from the average score was 7,16. Students' activity in doing the assignment (group) was quite active, it could be seen from the average score was 7. The last is students' activity in learning findings was quite active, it could be seen from the average score was 7,33.

The Result of Observation Sheet in Cycle 2

It was derived from the observation of students' activity and performance interaction and learning activity observed by English teacher. From the result of the observation sheet (Table 6 and 7), it was concluded that students' activity in answering the teachers' question was less active, it could be seen from the average score was 6.91. Students' activity in asking the question about the material was quite active, it could be seen from the average

score was 7,33. Students' activity in doing the assignment (individual) was active, it could be seen from the average score was 7,5. Students' activity in doing the assignment (group) was quite active, it could be seen from the average score was 7,41. The last is students' activity in learning findings was active, it could be seen from the average score was 7,5.

The Result of Writing test in Cycle 1

The percentage of students' learning completeness did not achieve the target score of minimum mastery criteria. From the result of the writing test in cycle 1 (Table 4), the data showed a mean score for writing test cycle 1 was 61,83. There were 4 students or 33,33% who achieved a score above the minimum criteria. Meanwhile, there were 8 students or 66,67% who did not achieve the target score of minimum mastery criteria. So, it was concluded the category of students' scores from writing test in cycle 1 at seventh grade of SMP Muhammadiyah 2 Bandar Lampung was poor.

The Result of Writing test in Cycle 2

From the result of the writing test in cycle 2, the data showed (Table 8) a mean score for writing test cycle 2 was 76,83. There were 9 students or 75% who achieved a score above the Minimum Criteria. Meanwhile, there were 3 students or 25% who did not achieve the target score of Minimum Mastery Criteria. So, it was concluded the category of students' scores from writing test in cycle 2 at seventh grade of SMP Muhammadiyah 2 Bandar Lampung was high.

From the calculation, the increased mean score from the result writing test in cycle 1 to the improvement result of the writing test in cycle 2 was 15. In implemented Canva application in teaching learning activities, there were several points that happened during the teaching learning process. The students' respond was getting better in participating to the lesson. In addition, the students were brave to express the ideas and opinion in English especially in written form. Based on the analyzed the data, the students' learning activity at seventh grade of SMP Muhammadiyah 2 Bandar Lampung was improved from the category of less active to active. Based on the result of the research, it can be concluded that the implemented of Canva application in seventh grade at SMP Muhammadiyah 2 Bandar Lampung in 2022/2023 can improve the students writing ability.

CONCLUSION

The observation conducted by the writer during the action showed that the students were motivated and interested to participate actively in the writing activity. As a result of the students' learning activities, there was an improvement in students' learning activities. It was shown from the mean score of students' learning activities cycle 1 was 6.99 with the criteria was less active. While the mean score of students' learning activities in cycle 2 was 7.33 with the criteria was quite active. So, the improvement of students' learning activities in cycle 1 and cycle 2 was 0.34 points.Canva application also can improve students' writing ability at seventh grade of SMP Muhammadiyah 2 Bandar Lampung. Based on the students' writing test in Cycle 1 was 61,83. There was only 4 students or 33,33% who achieved a score above the Minimum Mastery Criteria. Then, the result of the writing test in cycle 2 was 76,83. There were 9 students or 75% who achieved a score the Minimum Mastery Criteria (KKM). The improvement of the mean score from the writing test' result in cycle 1 and cycle 2 was 15. From the result of the data, it could be concluded that the hypothesis in this research could be accepted.

Furthermore, this research concentrated just on the improvement of students' writing ability in Junior High School. The writer advises to the future researchers could be investigate the Canva application on various types of content, different English skills or components and on students of varying level.

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