THE EFFECT OF CANVA APPLICATION TO THE EIGHTH GRADE STUDENTS' WRITING AT SMPN 2 TAROKAN THE ACADEMIC YEAR 2024-2025

SKRIPSI

Presented as a Partial Fulfilment of the Requirement to
Obtain the Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

By:
DINDA RARERA
NPM 2114050020

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2025

APPROVAL PAGE

Skripsi by:

DINDA RARERA
NPM: 2114050020

Entitled:

THE EFFECT OF CANVA APPLICATION TO THE EIGHTH GRADE STUDENTS' WRITING AT SMPN 2 TAROKAN THE ACADEMIC YEAR 2024-2025

Approved for Submission to the Committee of Skripsi Examination
English Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

Kediri, 11 July 2025

Advisor I

Drs. Agung Wicaksono, M.Pd.
NIDN. 0711076802

Advisor II

Mahendra Puji, P.A., M.Pd.
NIDN. 0710049002

ii

APPROVAL SHEET

Skripsi by:

DINDA RARERA
NPM: 2114050020

Entitled:

THE EFFECT OF CANVA APPLICATION TO THE EIGHTH GRADE STUDENTS' WRITING AT SMPN 2 TAROKAN THE ACADEMIC YEAR 2024-2025

Approved and Accepted by all its Qualification
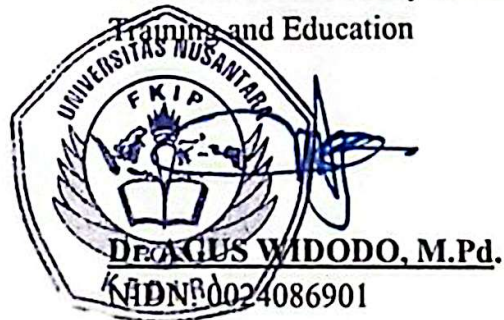by the Examination Committee of
University of Nusantara PGRI Kediri

Kediri, 11 July 2025

Board of Examiners,

Chairman	: Drs. Agung Wicaksono, M.Pd.
First Examiner	: Dr. Sulistyani, M.Pd,
Second Examiner	: Mahendra Puji Permana Aji, M.Pd.

The Dean of the Faculty of Teacher
Training and Education

Dr. AGUS WIDODO, M.Pd.
NIDN. 0024086901

iii

THE STATEMENT OF WRITING ORIGINALITY

Hereby:

Name	: Dinda Rarera
Gender	: Female
Place/Date of Birth	: Malang/13 September 2003
NPM	: 2114050020
Faculty/Study Program	: Faculty of Teacher Training and Education/English Language Education Department

Declare truthfully, that in this skripsi there is no work that has ever been submitted to obtain a graduate degree at university, and to the best of my knowledge there are no papers or opinion that has ever been published by anyone else, except those that are intentionally referred to this text and mentioned in the bibliography.

Kediri, 11 July 2025

DINDA RARERA
NPM. 2114050020

MOTTO AND DEDICATION

MOTTO:

"It's not always easy, but that's life, be strong cause there better days ahead."
-Mark Lee-

DEDICATION:

To myself,

for surviving all the "I can't do this" moments,

and turning them into "I did it."

Thank you for not quitting.

This skripsi is proof that soft hearts can do hard things.

ABSTRACT

Dinda Rarera. The Effect of Canva Application to the Eighth Grade Students' Writing at SMPN 2 Tarokan, Skripsi. English Language Education Department, Faculty of Teacher Training and Education. University of Nusantara PGRI Kediri, 11th of July 2024.

Keywords: *Writing, Canva Application, Junior High School.*

Writing is an essential skill in English learning, yet many junior high school students face challenges such as low motivation, limited vocabulary, and difficulty organizing ideas. To overcome these issues, digital tools like Canva can be integrated into the learning process. This study aims to examine the effect of Canva application on students' writing, specifically in composing procedure texts. The research was conducted at SMPN 2 Tarokan using a quantitative approach with a one-group pre-test and post-test design involving 30 eighth-grade students. Data were collected through writing tests and analysed using descriptive statistics and the Wilcoxon Signed-Rank Test. The results showed a significant improvement in students' writing performance, with the mean score increasing from 82.75 in the pre-test to 97.25 in the post-test. The significance value of 0.000 indicated a strong positive effect. In conclusion, the use of Canva enhanced students' writing by making the learning process more engaging, visual, and effective in organizing ideas and presenting content clearly.

ACKNOWLEGDMENT

Praise and gratitude are always offered to the presence of Allah S.W.T. for His endless mercy and blessings, which have enabled the writer to complete this skripsi successfully. This accomplishment would not have been possible without the support and contributions of many parties. Therefore, the writer would like to express sincere appreciation to:

1. Dr. Zainal Afandi, M.Pd., as the Rector of the University of Nusantara PGRI Kediri.
2. Dr. Agus Widodo, M.Pd., as the Dean of the Faculty of Teacher Training and Education.
3. Dr. Khoiriyah, M.Pd., as the Head of the English Language Education Study Program.
4. Drs. Agung Wicaksono, M.Pd., as the first advisor, who has generously shared his time, advice, and constructive feedback throughout the process of writing this skripsi.
5. Mahendra Puji Permana Aji, S.Pd., M.Pd., as the second advisor, who has continuously provided valuable guidance and support from the beginning to the completion of this research.
6. All lecturers and administrative staff of the English Language Education Department, who have provided not only knowledge but also a supportive and inspiring academic environment throughout the writer's eight-semester journey.
7. Family, especially my mom for the unwavering love, support, prayers, and motivation, which have been the foundation of strength in completing this academic journey.
8. The Qosidah Team — Elma, Galuh, Marsella, Anis, Sisca, Inayah, and Fatika — who have always been by the writer's side, offering companionship and assistance during college life.
9. Ray, who has always stood by the writer's side, offering constant help, encouragement, and unwavering support through every circumstances.

TABLE OF CONTENT

LIST OF TABLE

LIST OF CHART

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

This chapter outlines various components, including background of the research, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research and definition of key terms.

A. Background of the Research

Writing is one of the essential language skills taught in junior high school as part of the English curriculum. However, many students face difficulties in mastering this skill due to various factors, such as limited vocabulary, lack of grammar knowledge, low motivation, and insufficient exposure to writing activities. Writing requires not only language proficiency but also the ability to organize ideas coherently and express them clearly.

Byrne in Roza (2011), stated, there are five components in writing including (1) Organizing idea, Idea is the most crucial component in writing, without it, it is difficult to compose a meaningful writing; (2) Grammar, Grammar is the indication of proper use of language. It is important to make the writer's writing communicative to a vast variety of readers within diverse situation; (3) Vocabulary, Vocabulary is considered essential in writing as it provides writing with more context of what the writing is telling in the writing with wide range of words; (4) Mechanics, includes Punctuation which helps reader determine intonation while reading and capitalization of the letters; (5) Content, Content is where the writer develops the ideas for their writing.

Writing is also a form of creative expression that allows individuals to explore their imagination and produce unique works. In fiction writing, authors can create new worlds, complex characters, and engaging plots. On the other hand, non-fiction writing allows authors to share their knowledge, experiences, and views on various topics, ranging from science and history to personal opinions and analysis. With advancements in technology, digital tools are increasingly integrated into educational practices to

enhance learning outcomes. Applications like Canva, originally known for its graphic design capabilities, have been repurposed in educational settings to foster creativity and collaboration. Canva's user-friendly interface, variety of templates, and design features make it an ideal tool for teaching and enhancing writing skills. The integration of such tools aligns with 21st-century educational goals, which emphasize digital literacy alongside traditional literacy.

According to Siswanjaya (2021), using Canva in writing activities allows students to incorporate visual elements such as colors, photos, fonts, and graphics into their work. Canva provides the tools students need to construct and develop their writing concepts in a more engaging way. As a result, students can improve their writing skills by utilizing Canva as a technological media that supports both content and creativity. Moreover, the use of Canva introduces students to the integration of technology in language learning, making the writing process more enjoyable and interactive. To support this, the researcher introduces Canva to enhance students' ability in writing procedure texts, which require clarity, sequence, and structure. With Canva, students can design their procedure texts using visual elements that reflect their thoughts and ideas. This freedom allows them to express what they have visualized in their minds and present it in a way that is attractive and reader-friendly.

Writing is a crucial skill that students must develop, encompassing the ability to organize ideas, use appropriate grammar, and express thoughts clearly. However, many students face significant challenges in writing, such as difficulty generating ideas, structuring their writing, and maintaining engagement. To address these issues, this research explores the integration of Canva as a teaching media. Canva's interactive and visually engaging features are proposed to enhance students' writing by providing structured templates, and creative tools. This research investigates how Canva can bridge the gap in improving the writing of eighth-grade students at SMPN 2 Tarokan, aiming to provide a practical solution to their struggles.

B. Identification of the Problem

In writing, students often face several challenges that hinder their development. First, the material is frequently too difficult or monotonous, causing boredom and a lack of motivation. Traditional materials like textbooks or teacher notes tend to be rigid and lack interactive elements that promote creativity and engagement. However, integrating the Canva application can address this issue. Canva offers dynamic, visually appealing materials with templates, illustrations, and design elements that help students organize ideas and structure their writing more effectively. This creates a more engaging and adaptive learning environment.

Teaching strategies in writing classes are often teacher-centered, where instruction is mostly explanatory and does not always accommodate students' individual struggles. By incorporating Canva into writing instruction, teachers can implement more interactive and visually driven strategies. For example, students can use Canva's graphic organizers or storytelling tools to brainstorm, plan, and draft their writing. This encourages student participation and collaboration, fostering creativity and allowing them to express ideas more confidently.

Student behavior also plays a role. According to Zarei et al. (2020), junior high school students often have difficulty articulating their thoughts clearly due to their developmental stage. They require concrete, visual aids to support their learning process. Canva helps overcome this barrier by transforming abstract concepts into visual representations. Students can use images, animations, and layout features to simplify their writing process, making it less intimidating and more accessible.

Lastly, the teaching media used in schools often fails to keep up with technological advancements, limiting students' creativity and interest. Canva, as a modern digital tool, enhances the writing experience by combining visual design with content creation. Its user-friendly interface empowers students to experiment with visual storytelling and produce well-organized writing. Integrating Canva in the classroom bridges the gap between traditional writing instruction and the demands of

the digital age, ultimately improving students' writing in junior high school. By incorporating Canva, teachers can provide an innovative learning experience that resonates with students in the digital era and enhances their ability to write coherent and structured.

C. Limitation of the Problem

Based on the identification above, the researcher will limit and focus on the teaching media, specifically Canva, as a media to teach students in writing. According to the application software, Canva has various excellent features that make it easy for users to create graphic designs, such as drag and drop tools to arrange elements practically, thousands of ready-made templates for various needs (presentations, posters, infographics, social media, etc.), a complete library of visual elements (icons, illustrations, photos, videos, fonts), real-time collaboration features, and the option to download design results in various formats such as PNG, JPG, and PDF. In addition, Canva also provides AI features such as Magic Write to create automatic text and Background Remover to remove image backgrounds instantly.

The features that students used to create procedure text in Canva include design templates that allow them to choose the appropriate layout to organize procedure steps in a systematic and attractive manner. In addition, students utilize the text tools feature to write the title, objective, and procedure steps with various font options and font sizes. They also use visual elements such as icons, illustrations, and images to clarify each step in the procedure text, making it easier to understand. The drag and drop feature make it easier for students to arrange the layout, and the background or color feature helps beautify the overall appearance of the design. With the combination of these features, students can present procedure text more creatively, informatively, and visually appealing.

The selected material for this study is procedure texts that focus on foods and drinks which is part of the material of eighth-grade students at SMPN 2 Tarokan. The researcher chose C Class of SMPN 2 Tarokan. This class was chosen based on the

initial data obtained, it was found that students' writing was uneven. The research will involve a total of 30 students, consisting of 19 male students and 11 female students. This limitation allows the researcher to focus on evaluating the effective of Canva in enhancing students' writing in procedure texts.

D. Formulation of the Problem

In order to focus the researcher formulates the problem of this research as follows:

1. How are the students' writing before being taught using Canva?
2. How are the students' writing after being taught using Canva?
3. Is there any significant effect of using Canva on students writing?

E. Purpose of the Research

Based on the research problems above, the purpose of this research are:

1. To find out student's writing before being taught using Canva.
2. To find out student's writing after being taught using Canva.
3. To measure the effect of Canva as a media on student's writing.

F. Significance of the Research

1. For Teacher

This research can help teachers develop effective strategies for providing feedback and assessing students' writing projects created using Canva. Understanding the strengths and limitations of the app can facilitate more meaningful evaluation practices.

2. For Student

This research can inform students about the strengths and limitations of using Canva for writing tasks. Understanding how to effectively utilize the app and interpret feedback can support students in refining their writing projects and continuously improving their skills.

3. For Another Researcher

The result of the study will probably be used as the references for those who want to conduct the same type of research.

G. Definition of Key Terms

a. Writing

According to Nunan (2003) defines writing as "the process of thinking to invent ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader." This highlights that writing involves both cognitive and linguistic processes to communicate effectively.

b. Canva

According to John Doe in 2020, Canva is an online graphic design application that allows users to create graphic designs easily without needing high design skills. With Canva, users can create various types of visual content such as posters, invitations, presentations, social media posts, and much more using pre-existing templates or by designing from scratch.

BIBLIOGRAPHY

Al-Mahrooqi, R., & Denman, C. J. (2018). The impact of digital technologies on English language learning: Perceptions of EFL students and teachers. TESOL International Journal, 13(4), 109–126. https://journals.sagepub.com/doi/10.1177/2158244015584782

Arifin, Z., & Sari, F. M. (2020). Exploring Canva application in improving students' writing skill on procedural text. Journal of English Language Teaching and Learning, 1(2), 39–44.

Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. K. (2010). Introduction to Research in Education. In Canada: Nelson Education Ltd Exotic Classic (8th ed.). Wadsworth Publishing.

Asalami, F. N., Sari, H. P., & Winarsih, W. (2024). Effectiveness of Canva application in improving senior high school students' writing skills in narrative texts. International Journal of Language Teaching and Learning, 12(1), 45–53.

Brown, H. D. (2007). Principles of language learning and teaching (5th ed.). Pearson Education.

Byrne, D. (2011). Writing principle language and teaching. In Roza (Ed.), Writing principle language and teaching. New York: Longman.

Creswell, J. W. (2012). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Pearson Education.

Damayanti, Y. (2018). Keterampilan mikro dan makro menulis yang ditemukan dalam latihan menulis kompetensi bahasa Inggris Bridge untuk siswa SMP kelas VIII. [Laporan penelitian]. Universitas Negeri Semarang. http://lib.unnes.ac.id/

Dominick, J. R. (2013). The dynamics of mass communication: Media in the digital age (12th ed.). McGraw-Hill.

Dorn, L., & Soffos, C. (2001). Scaffolding young writers: A writers' workshop approach. Stenhouse Publishers.

Febrita, R. E., Haris, M. F. A., Rini, E. M., & Hisam, M. (2022). Optimizing the village website to convey information on village development and activities. Dinamisia: Journal of Community Service, 6(3), 662–669. https://doi.org/10.31849/dinamisia.v6i3.8029

Ferris, D. R., & Hedgcock, J. S. (2014). Teaching L2 composition: Purpose, process, and practice (3rd ed.). Routledge.

Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. College Composition and Communication, 32(4), 365–387. https://doi.org/10.2307/356600

Gabrielatos, C. (2002). EFL writing: Product and process. ERIC Document (ED476839).

Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools (A report to Carnegie Corporation of New York). Alliance for Excellent Education. https://files.eric.ed.gov/fulltext/ED462298.pdf

Green, P. D. (1997). Assessing writing: A guide for teachers. Longman.

Hacker, D. (2006). A writer's reference (6th ed.). Bedford/St. Martin's.

Harmer, J. (2004). How to teach writing. Pearson Education.

Hedge, T. (2005). Writing (2nd ed.). Oxford University Press.

Jones, M. (2022). Collaborative design: Enhancing teamwork with Canva. Teamwork Publishing.

Khomariyah, S. (2018). The influence of using Picture Word Inductive Model (PWIM) towards students' writing ability of recount text at the second semester

of the tenth grade of SMAN 1 Waway Karya East Lampung in the academic year of 2017/2018 [Undergraduate thesis, UIN Raden Intan Lampung].

Larasati, M. (2022). The use of Canva in teaching creative writing: A constructivist approach. Journal of Educational Technology and Innovation, 5(2), 101–110.

Mayer, R. E. (2005). The Cambridge handbook of multimedia learning. Cambridge University Press. https://doi.org/10.1017/CBO9780511816819

McQuail, D. (2010). McQuail's mass communication theory (6th ed.). Sage Publications.

Murray, D. M. (1972, November). Teach writing as a process, not a product. The Leaflet, 11–14. Reprinted in V. Villanueva (Ed.), Cross-Talk in Comp Theory: A Reader (2nd ed., pp. 3–6). Urbana, IL: NCTE.

Nunan, D. (2004). Task-based language teaching. Cambridge University Press. https://doi.org/10.1017/CBO9780511667336

Paivio, A. (1986). Mental representations: A dual coding approach. Oxford University Press.

Perry, B. D. (1998). Enhancing writing skills in students. In Effective teaching strategies (pp. 134–149). Academic Press.

Putra, M. A. H., & Fatimah, S. (2022). The use of Canva as a media to enhance students' writing performance. Journal of English Language Teaching and Learning, 3(1), 23–31.

Rahmawati, D. (2021). The effectiveness of Canva in teaching writing descriptive text. Journal of English Language Teaching and Literature (JELTL), 4(2), 68–76.

Raimes, A. (1983). Techniques in teaching writing. Oxford University Press.

Siswanjaya. (2021). Penggunaan Canva pada pembelajaran berbasis proyek untuk meningkatkan keterampilan dan motivasi menulis siswa. Jurnal Didaktika Pendidikan Dasar, 5(2), 421–442. https://doi.org/10.26811/didaktika.v5i2.259

Sugiyono. (2013). Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D). Bandung: Alfabeta.

Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. Cognitive Science, 12(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Warschauer, M. (2011). Learning in the cloud: How (and why) to transform schools with digital media. Technology, Knowledge and Learning, 16(1), 1–10. https://doi.org/10.1007/s10758-011-9179-2

Yundayani, A., Susilawati, S., & Chairunnisa, C. (2019). Investigating the effect of Canva on students' writing skills. English Review: Journal of English Education, 7(2), 169–176. https://doi.org/10.25134/erjee.v7i2.1800

Yunus, M. M., Salehi, H., & Chenzi, C. (2013). Integrating social networking tools into ESL writing classroom: Strengths and weaknesses. English Language Teaching, 6(11), 42–48.

Zarei, A., Taghizadeh, M., & Shekarpour, S. (2020). The impact of visual tools on writing performance: A case study. Journal of Educational Technology & Society, 23(3), 175–187.

Zeki, S., et al. (2015). The multisensory brain and multimedia learning. Journal of Cognitive Neuroscience, 27(6), 1045–1057.