

**THE EFFECTIVENESS OF USING CANVA APPLICATION TO TEACH  
WRITING TO THE 11<sup>th</sup> GRADE STUDENTS OF SMAN 2 KEDIRI**

**SKRIPSI**

Submitted to Fulfil Some of the Requirements  
to Obtain a Bachelor of Education Degree (S.Pd.)  
on English Language Education Department



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**FACULTY OF TEACHER TRAINING AND EDUCATION  
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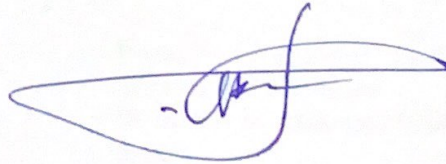
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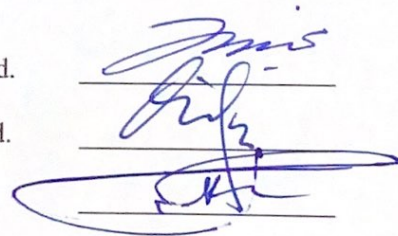
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## **MOTTO AND DEDICATION**

### **MOTTO**

*“If everything around seems dark, look again, you may be the light”- Rumi*

### **DEDICATION**

- Allah SWT who always give strength and blessing during the process of this Skripsi.
- My beloved parents (Mr. Nedi Sugianto and Mrs. Hidayah), thank you for always supporting me.
- My beloved sisters (Alya and Dina).
- To student who has student number 2014050008.
- My self for believing me until I reach to this point.

## Abstract

**Laili Nur Qodariyah** The Effectiveness of Using Canva Application to Teach Writing to the 11<sup>th</sup> Grade Students of SMAN 2 Kediri, Skripsi, English Department, FKIP University of Nusantara PGRI Kediri, 2024.

Key words: writing, teaching writing, canva application, project-based learning.

Learning media should be adapted to the characteristics of Generation Z students, who are very close to technology. This research was motivated by the researcher carrying out an internship at SMAN 2 Kediri who found that several students were not focused on studying, were engrossed in playing mobile games, were busy themselves, were sweating, and were not actively studying. As a result, when students are asked, they cannot answer the question because they are not focused on the lesson, which affects student learning outcomes. Apart from that, the only technological media used by the teachers is PowerPoint. Teachers must be able to add several other technologies such as animated videos, use of the Canva application, YouTube and so on.

Therefore, the researcher tried to use the Canva application as a writing learning medium. The problem formulation in this research is how each aspect of writing is capable after class 11 students are taught using the Canva application at SMAN 2 Kediri and how effective the Canva application is for teaching writing to class 11 students at SMAN 2 Kediri.

This research uses a quantitative approach with a pre-experimental method, one one-shot case study and the results are analysed descriptively. The subjects of this research were class XI-2 students at SMAN 2 Kediri. The instrument uses an essay test, where students are asked to create descriptive text. The results are assessed using an assessment rubric adopted from Heaton, namely content, organization, grammar, vocabulary, and creativity.

The results showed that the average student score was 88.16. With the lowest average score on grammar 17.25 and the highest on creativity 18. Judging from the results of these average scores, the Canva application is effective as a learning medium in teaching writing.

Based on the conclusions of this research, the researcher suggests (1) English teachers to better adapt learning media to current student characteristics. (2) For students who are currently pursuing English teacher education, read articles related to English language teaching. (3) For further research, we can find other, more sophisticated learning media for teaching English.

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Praise be to God for His blessings because only for His approval can the task of compiling this thesis be completed.

The skripsi with the title "The Effectiveness of Using Canva Application to Teach Writing to the 11<sup>th</sup> Grade Students of SMAN 2 Kediri" was written to fulfil some of the requirements for obtaining a Bachelor of Education degree, at the English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri.

In this occasion, sincere thanks and appreciation are expressed to:

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4. Dr. Hj. Diani Nurhajati, M.Pd. as the First Advisor.
5. Dr. Suhartono, M.Pd. as the Second Advisor.
6. My beloved parents who always support me to finished skripsi.

I realized that this skripsi still has many shortcomings, so I welcome comments, criticism, and suggestions from various parties.

I hope this thesis will be useful for all of us, especially for the world of education.

Kediri, July 11<sup>th</sup>, 2024



**Laili Nur Qodariyah**  
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# CHAPTER I

## INTRODUCTION

This chapter presents the research background, identification of the problem, limitation of the problem, problem formulation, research objective, research significance, and definition of key term.

### **A. Background**

Over time, technological advances have accompanied human life throughout the world in carrying out their activities. The development of science and technology is so rapid in the era of the industrial revolution 4.0, and now we have entered the era of Society 5.0. Society 5.0 is where people are made easier in dealing with problems by utilizing developments born from the era of the industrial revolution 4.0 such as the Internet of Things (internet for everything), AI (artificial intelligence), Big Data (large amounts of data), and robots to improve the quality of human life (Ardinata et al., 2022; Indarta et al., 2022). It can also be interpreted as competition in various sectors that interact directly with the needs of society because at this time people are required to live side by side with technology, and master and utilize technology.

One of the fundamental manifestations of the challenges of the 5.0 industrial revolution is the education element. The rapid development of technology requires the education sector to be able to adapt to the digitalization of the developing education system, which in the end the Ministry of Education and Culture changed the education curriculum in Indonesia to become an "Independence Curriculum" with an independent learning policy which is expected to be able to make the world

of education carefree in accordance with the concept of society 5.0 (Marisa, 2021; Rahayu, 2021). In the world of education, of course, there are students whose current students are Generation Z children who are very close to technology.

Generation Z is a generation whose growth and development interact a lot with technology and the internet. This generation was born between 1995 and 2012. For them, technology and the internet are the most important elements in life (Hastini et al., 2020). Therefore, Generation Z is very dependent on technology in everyday life. As in the use of smartphones, Generation Z is a generation that dominates internet use such as the use of Google and social media today, such as WhatsApp, Twitter, Facebook, Instagram, TikTok and so on which make it easier for them to find or solve problems only through the internet. In addition to communicating, there are still many things that make it easier for humans in everyday life, such as being able to process the economy such as online shopping, and they can search for or access answers to questions from schools with the internet (Susanti & Safitri, 2021).

Learning English in high school according to the Merdeka Curriculum focuses on strengthening spoken and written language with the target of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and equivalent to level B1. The competencies that must be mastered are students using spoken, written, and visual texts in English to communicate according to the situation, objectives, and audience/readers.

There are six skills that must be learned, namely listening, speaking, reading, viewing, writing, and presenting in an integrated manner, in various types of text



(Kementerian Pendidikan, 2022). Writing is one of the four English skills that students must have to fulfil their English learning achievements, by the provisions of the Ministry of Education and Culture. In addition, students must also be able to develop a written language. Written language is a form of indirect communication between writers and readers (Febriyanto, 2015). Based on the learning outcomes, by the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review, and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization, and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives, and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms (Kementerian Pendidikan, 2022).

For this reason, learning must be designed well and appropriately. Good and appropriate learning is learning that can adapt to the environment and suit the students being taught, namely Generation Z. In teaching Generation Z children, it will be difficult if educators still use the old method, namely lectures, there needs to be innovation in learning methods such as in the use of learning media so that children can understand more about the learning they want to convey. Learning should also utilize technologies that are increasingly rapid nowadays.

However, when observing PLP I at SMAN 2 Kediri, the researcher found many obstacles in English learning, especially writing. In learning writing, several obstacles were found, such as the students did not focus on studying, having fun playing mobile games, the students being busy themselves, the students grieving, and the students were not active in learning. As a result, when the students are asked questions, they could not answer the questions because they did not focus on the lesson and this affects the student learning outcomes. Furthermore, the only technological media used by the teachers is PowerPoint. The teachers should be able to add several other technologies such as animated videos, use of the Canva application, YouTube and so on. Of the many technologies, the Canva application can be chosen as a learning media. The Canva application was chosen because the application can be accessed easily, is free, and provides many features. By using appropriate learning methods such as project-based learning, problem-based learning, inquiry-based learning, and discovery-based learning.

Several previous studies support this research that the use of project-based learning with Canva can increase student learning activities in the teaching and learning process (Niladatika et al., 2023). Students can learn to write efficiently and enjoy it without any burden. This can be done because through fun learning, sharing knowledge and information can be understood and maintained well (Hasanah, 2022). After planning, editing the text via the Canva application, and uploading the text to Instagram, students' creativity was felt to increase. Students find project-based learning challenging, motivating, and engaging, helping them develop

creativity, enhancing critical thinking, and enabling them to tackle real problems in meaningful contexts (Ilham, 2022)

## **B. Identification of the Problem**

In connection with the background of the problem, the following problems can be identified:

Writing skills have a very important role in everyday life. By writing, the students are expected to be able to express their ideas clearly, logically, and systematically, according to the context and communication needs. For this reason, learning to write should be appropriate to the context conditions and daily situations of Generation Z students. Because Generation Z likes real projects in learning, the students are given the task of completing real projects that require problem-solving, exploration and creativity individually/in groups. This project requires the practical application of the knowledge and skills learned in class. Adapt a learning environment that is collaborative and not limited to face-to-face interactions by using digital applications. The use of visual presentations, both static such as pictures and graphs, and dynamic such as films and videos, provides effective learning. This is also adapted to the rapid development of technology which requires writing skills such as journalism, publishing, content writing or copywriting and writing. Therefore, the teachers need to utilize information technology to facilitate Generation Z to be creative, expressing ideas in creative writing.

There are many ways for the teachers to overcome this problem. The teachers can choose the material that suits the students' backgrounds, the teachers can choose

challenging learning methods, and teachers can use learning media that adapts to Generation Z. In learning to write, the teachers can use YouTube, Canva, Google, Animation Video (Movie Maker), Pics Art, Photoshop, and Lightroom as learning media. So, the media used is not only PowerPoint. By adapting learning methods such as project-based learning, problem-based learning, inquiry-based learning, and discovery-based learning. For this reason, teachers must choose applications such as Canva that are appropriate to the types of texts studied in high school such as narrative texts, descriptions, procedures, expositions, recounts, reports, argumentations, and discussion text, and adapted to student abilities.

However, in writing, several obstacles were found, such as the students did not focus on studying, the students having fun playing mobile games, the students being busy with themselves, the students being sleepy, and the students didn't active in learning. So, when the students were asked questions, they could not answer the questions given because they were not paying attention to the material, and this affects student learning outcomes. Some of the causes are classroom conditions that feel hot, online learning that turns into face-to-face learning, boredom in learning, teaching media that does not keep up with the times, monotonous learning, and so on. For this reason, it is necessary to have media and learning methods that are suitable for Generation Z students.

### **C. Limitation of the Problem**

To focus on the research results, the researcher determined the limitations of this research. This research was carried out in XI-2 students of SMAN 2 Kediri. This research focused on writing skill and the types of the text is descriptive text, using

Canva application as learning media and project-based learning as learning method. The assessment aspects are ideas, organization, grammar, vocabulary, and mechanics.

#### **D. Problem Formulations**

Based on the problem limitations above, the researcher formulated the research problem as follows:

1. How is the ability of each aspect of writing after the 11<sup>th</sup> grade students being taught using the Canva application at SMAN 2 Kediri?
2. How effective is the Canva application to teach writing to the 11<sup>th</sup> grade students of SMAN 2 Kediri?

#### **E. Research Objectives**

Based on the problems formulated above, the objectives of this research are:

1. To determine students' writing abilities in each aspect after being taught using the Canva application to the 11<sup>th</sup> grade students of SMAN 2 Kediri.
2. To find out the effectiveness of the Canva application for teaching writing to the 11<sup>th</sup> grade of SMAN 2 Kediri.

#### **F. Research Significance**

This research is expected to provide theoretical and practical benefits. Theoretical benefits are benefits obtained from this research that are theoretical in nature. In theory, this research is expected to provide benefits in the field of education. Practical benefits are the benefits obtained from this research which are practical in learning. An explanation of these benefits is explained as follows:

## 1. Theoretical

So far, the existing theory has been to teach writing using simple technology. With developments over time, learning to write can utilize technology in products by using today's sophisticated applications. The technology used is sophisticated and fosters and develops student creativity. Learning technology like this should be utilized in teaching and continue to be developed, especially to support technology-based learning for teaching writing.

## 2. Practical

### a. For Researchers

For researchers, it is hoped that this research can be a means of developing insight into learning models increase researchers' knowledge about quantitative research and improve teaching mastery by implementing a project-based learning model.

### b. For Students

For students, it is hoped that the results of this research will provide benefits in the form of motivation to learn to write so that it can improve student learning outcomes. Feeling happy in learning activities, thereby fostering enthusiasm for learning.

### c. For Teachers

For teachers, it is hoped that this research can provide a new perspective on creating learning situations by utilizing current technology for students to increase student activity in learning and improve student learning outcomes in accordance with learning objectives.

## **G. Definition of Key terms**

### 1. Writing

Writing ability is a productive and expressive language skill possessed by students which can be used to communicate indirectly, where this skill expresses the writer's thoughts and feelings in written form, namely descriptive text.

### 2. Teaching Writing

Teaching writing is a process of interaction between students and teachers who teach in class which results in written production. In writing, of course, there are genres within it and each genre has a different way of using the teaching process. In this research, what is meant by writing is creating descriptive text.

### 3. Canva Application

Canva is an online design program that provides various learning media such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, bulletins, and so on. The types of presentations are available on Canva include creative presentations, education, business, advertising, technology, and so on. Canva provides features or uses for education). namely as a creative, innovative, interactive, and collaborative learning media so that it makes learning easy and fun. As a technology-based application, Canva provides a learning space for every teacher to carry out learning by relying on technology-based learning media. Canva provides more interesting templates to attract students' interest in the learning process.

#### 4. Project-Based Learning

Project-Based Learning (PjBL) is a learning model that makes students the subject or centre of learning, emphasizing the learning process which has a result in the form of a product. This means that students are given the freedom to determine their learning activities and work on learning projects collaboratively until a result is obtained in the form of a product.



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