

CHAPTER I

INTRODUCTION

A. Background of Study

In English language education, writing is considered a crucial skill that high school students are expected to develop and master. Writing narrative texts in English is an integral part of the curriculum, which not only teaches correct structure and grammar, but also the ability to compose an interesting and coherent story.¹ Narrative texts require students to develop creativity in composing a storyline, describing characters, and determining a setting that suits the theme of the story.² This skill is very important, because in addition to improving language skills, it also helps students to more easily express their ideas and emotions through writing.³

However, in reality, many students have difficulty writing narrative texts. Based on previous research, including research by Yusuf (2019), it was found that students often have difficulty organizing ideas, designing an interesting plot, and using the right language to describe their stories. Students also complain about their inability to develop creativity in writing, especially because the learning methods tend to be conventional and do not involve the use of fun media or aids.⁴

¹ Ken Hyland, *Second Language Writing in Secondary School Contexts: Issues and Perspectives*, *Second Language Writing*, 2004.

² William Grabe and Robert B. Kaplan, *Theory and Practice of Writing, Theory and Practice of Writing*, 2014 <<https://doi.org/10.4324/9781315835853>>.

³ Suzanne F. Peregoy, Owen F. Boyle, and Gilda Martinez, 'Reading, Writing, and Learning in ESL: A Resource Book for Teaching K-12 English Learners (5th Ed.)', *TESOL Journal*, 2.1 (2011), 119–20 <<https://doi.org/10.5054/tj.2011.244400>>.

⁴ Mustika Larasati, 'Empowering Student'S Creative Writing Ability By Using Canva', *Journal of English Education Program (JEEP)*, 9.2 (2022), 101 <[https://doi.org/10.25157/\(jeep\).v9i2.8548](https://doi.org/10.25157/(jeep).v9i2.8548)>.

learning media can help us understand how new techniques can be used to support more effective and individual writing learning for each student. In today's digital era, learning media is a very important means to improve students' writing skills. A teacher cannot be a technology-literate person and not follow the dynamics of technological developments that are developing so rapidly.⁵

So a teacher must be able to utilize and master the technology that is currently developing. And must be able to follow technological developments so that teachers are able to foster learning innovation. Teachers are able to ensure that the learning delivered can be received, understood, and understood by students and students will get maximum learning outcomes.

Preliminary research conducted by researchers at SMA Daarul Ishlah showed similar results. Grade 11 students, even though they have studied the basic theory of writing narrative texts, still find it difficult to develop their ideas creatively and organize them into a coherent story. Many students feel that conventional writing learning, such as writing narrative texts manually without the support of visual aids or technology, makes them feel bored and uninterested. Therefore, the population that is the focus of this study is grade XI students of SMA Daarul Ishlah.

In many previous studies, for example by Taufik (2021), it was found that the use of technology in teaching English can increase student engagement and make it easier for them to understand the material.⁶ One of them is the use of digital applications that allow students to express their ideas more visually and creatively. In this case, the use of graphic design applications such as Canva can be an interesting solution.⁷ Canva allows students to create visual elements, such

⁵ Muhamad Sofian Hadi, Lidiyatul Izzah, and Qondila Paulia, 'Teaching Writing Through Canva Application', *Journal of Languages and Language Teaching*, 9.2 (2021), 228 <<https://doi.org/10.33394/joltt.v9i2.3533>>.

⁶ Ni Wayan Artiniasih, Luh Made, and Dwi Wedayanthi, 'Analisis Pemanfaatan Teknologi Dalam Pembelajaran Bahasa Inggris Di Kelas XI E SMA N 2 Bangli', 2.4 (2024).

⁷ Tayebah Mosavi Miangah and Amin Nezarat, 'Mobile-Assisted Language Learning: A Case Study of Graphic Design in Narrative Writin', 3.1 (2012), 309–19.

as character illustrations, storylines, and background depictions that support their narratives.⁸ So, even though students may have difficulty with the writing aspect, they can more easily design their stories with the help of visuals.⁹

However, although the use of digital applications is increasingly popular in education, there is still limited research exploring the use of Canva in teaching narrative text writing skills. This creates a gap that needs to be filled by this study, namely between the potential use of technology in teaching writing (*das sollen*) and the reality that many students have not utilized digital tools optimally in their learning process (*das sein*).

This study is very relevant according to education experts Vygotsky and Piaget and also according to educational technology experts Tony Bates and Richard E. Mayer because it offers a solution to the gap between traditional learning methods that are less interesting and students' needs for more interactive and creative learning. Given that students at SMA Daarul Ishlah have difficulty developing their narrative writing skills, the use of the Canva application as a digital tool can be an effective way to help students overcome these obstacles.¹⁰ With Canva, students can more easily design visual elements that support their narratives, such as creating storyboards, describing characters, or designing story settings.¹¹ This not only makes the writing process more enjoyable, but also improves their understanding of narrative text structures.¹²

⁸ Anne Morgan Spalter and Andries Van Dam, 'Digital Visual Literacy', *Theory into Practice*, 47.2 (2008), 93–101 <<https://doi.org/10.1080/00405840801992256>>.

⁹ Steve Graham and Dolores Perin, 'A Meta-Analysis of Writing Instruction for Adolescent Students', *Journal of Educational Psychology*, 99.3 (2007), 445–76 <<https://doi.org/10.1037/0022-0663.99.3.445>>.

¹⁰ Artiniasih, Made, and Wedayanthi.

¹¹ Miangah and Nezarat.

¹² Spalter and Van Dam.

B. Statements of the Problem

Based on the above description of the background of the problem, the identification of a problem, and the statement of the problem, the following is a statement of the research problem:

1. How is the effective using canva application in teaching narrative text to senior high school students?
2. How is the influence of use Canva as a digital tool students' writing skills?

C. Limitation of the Problem

This study will focus on the main problem outlined in the background section, namely examining the use of the Canva application as a digital tool for teaching narrative text writing at the Daarul Ishlah Islamic Boarding School. This study will explore how the use of Canva affects students' writing skills in terms of structure and creativity, especially in narrative writing. This study will be conducted at the Daarul Ishlah Islamic Boarding School High School, and the participants will consist of grade XI students. This study aims to determine how effective the use of Canva as a digital tool is in improving students' writing skills in narrative texts. This study will be limited to students taking English writing classes and will focus on the narrative text genre. This study will not cover other writing genres or explore the use of other digital tools for teaching writing.

In addition, this study will be conducted for one semester, which limits observations to short-term effects. The availability of technology and internet access among students can also affect the extent to which Canva can be used, as not all students may have the same access to the necessary devices or a stable internet connection. These limitations will help determine the scope of the study,

as the results may not necessarily apply to other schools or broader contexts without further research.

D. The Aims of the study

The researcher identifies the goal of the study by looking at the problem statement in this way:

1. To examine the effective using Canva application in teaching narrative text to high school students.
2. To investigate the influence of the use of Canva as a digital tool on students' writing skills.

E. Assumption and Hypothesis

1. Assumption

The assumptions put forward in this study are:

- a. The use of the Canva application in teaching narrative text will be effective in improving students' writing skills, particularly in text structure, creativity, and the ability to organize ideas coherently.
- b. The use of Canva as a digital tool will influence students' writing by increasing their engagement and motivation in narrative writing assignments compared to conventional writing methods.

2. Hypothesis

Based on the theory stated above, the hypothesis of this research was formulated as follows:

- a. H_0 : There is no significant influence of using the Canva application as a teaching aid in writing narrative texts on students' writing skills at Daarul Ishlah Islamic Boarding School.
- b. H_1 : There is a significant influence of the use of the Canva application as a tool in teaching writing narrative texts on students' writing skills at Daarul Ishlah Islamic Boarding School.

F. Clarification of the Term

1. Canva Application

In this study, Canva refers to a web-based graphic design application that provides various templates and design tools to create visual materials such as presentations, posters, and infographics. This application allows users, including teachers and students, to create attractive designs without requiring in-depth graphic design skills. In the context of this study, Canva is used as a digital tool to support the teaching of narrative text writing.

2. Digital Tools

Digital Tools in this study refer to application-based technology devices used to enhance the learning process. These digital tools include devices or applications designed to assist teaching and learning, in this case Canva, which is used to support students in writing narrative texts in a more interactive and creative way.

3. Teaching Writing Narrative Text

Teaching Writing Narrative Text means teaching students how to write narrative text. Narrative text is a type of text that tells a story, complete with elements such as characters, plots, settings, and conflicts. This teaching process aims to guide students in composing and writing stories in writing with a clear and structured approach. In this study, the Canva application was used as a medium to improve students' narrative writing skills at Daarul Ishlah Islamic Boarding School.

4. Narrative Text

A narrative text serves to share stories or events that include characters, places, and challenges. Narrative texts are usually arranged in chronological order and focus on the story that occurs, with the aim of entertaining or conveying a certain message. In this study, the narrative text in question is a text written by students using Canva as a design tool to enrich their writing experience.

G. Organization of Writing

This study is divided into five chapters containing several points describing the chapter. The points are:

Chapter I Introduction. Includes the Background of The Study. Statements of the Problem. Limitation of the Problem. The Aims of the Study. Assumption and Hypothesis. Clarification of the Term. And Organization of Writing.

Chapter II is Theoretical Framework. Chapter II Theoretical. A range of specialists' theories is collected in this chapter and Previous study.

Chapter III is Research Methodology. The researcher's technique for this study is described in full in this chapter.

Chapter IV Research Findings and Discussion. The results, analysis, and discussion of the data are presented in this chapter.

Chapter V Conclusion and Suggestion. The conclusion and recommendations are included in this chapters.