

CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is one of the language skills that needs to be improved and practiced consistently. To improve writing skills, teachers are an important force in inspiring and encouraging students to get to know and practice writing better.¹ With good writing skills, students can express their ideas systematically and logically in the form of writing. Writing proficiency not only promotes academic success but also encourages students' creativity and critical thinking. This skill reflects their intellectual capacity because writing is not just composing words, but also composing thoughts coherently and argumentatively.² In other words, writing is an important skill that reflects intellect, supports academic achievement, and enhances creativity and critical thinking. Teachers are important in guiding and motivating students to develop writing skills through consistent practice.

Writing skills, especially at the junior high school level, are often considered one of the most difficult aspects for some teachers to teach

¹ Anastasia Dewi Anggraeni dan Helda Jolanda Pentury, "Menggunakan Graphic Organizer sebagai Media dalam Proyek Penulisan Mahasiswa," *Ruang Lingkup : Jurnal Pengajaran Bahasa Inggris*, no. 02 (2018): 105.

² Lorena Manaj Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour," *European Journal of Language and Literature*, no. 1 (2015): 29.

effectively. In the context of English language learning, students' writing skills have not shown optimal development. In that sense, according to Oktaviani (2019), this is due to various factors, such as a lack of student motivation, a lack of practice, and uninteresting learning approaches.³ In addition, according to Weigle (2002), writing skill is a complex process that requires mastering grammar, vocabulary, organization of ideas, and critical thinking skills, so teaching writing requires a systematic and creative approach.⁴

Based on the preliminary study at SMPN 1 Cikukur, students face various obstacles that affect their ability to produce descriptive text. The main factor is the lack of learning materials that can attract their interest and motivation. Furthermore, students have difficulty in expressing ideas in writing and have not understood the proper sentence structure in descriptive text writing. Low active participation in learning activities is also a factor in low learning outcomes. Based on pre-observation data from class VII of SMPN 1 Cikukur, it was recorded that only 45% of students actively participated in class, indicating an urgent need for improvement of learning strategies that are more interesting and participatory.

³ Esti Dwi Oktaviani, "Improving Writing Skills of Junior High School Students Through Picture Series Media," *Borneo Jurnal of English Language Education* 1, no. 2 (2019).

⁴ Sara Cushing Weigle, *Assessing Writing*, Cambridge: Cambridge University Press, (2002).

Therefore, it is necessary to use active language learning strategies, especially in learning to write, to help students take control of their learning by developing language skills, increasing self-confidence, and motivation in the learning process.

Thus, according to O'Malley and Chamot (1993), in Mega Sartika (2019), the notion of learning strategies is “specific thoughts or behaviors that individuals use to help them understand, learn, or retain new information”.⁵ In addition, Hong Shi (2017) argues that teachers need to choose the right teaching techniques and learning strategies for students and teach them how to understand learning strategies to improve student learning and understanding.⁶

The use of digital into the educational process is one such strategic approach in contemporary education. Traditional teaching has been transformed by the use of digital media, which offers chances to boost student participation and enhance learning results. Teachers now use a variety of digital media, especially in English language instruction, including interactive display tools like smart boards, educational videos, PowerPoint presentations, and graphics (like textbooks and pictures) to create a more dynamic and contextualized learning environment. These

⁵ Dinda Hartina Mega, Asih Santihastuti, and Eka Wahjuningsih, “The Learning Strategies Used by EFL Students in Learning English,” *IJEE (Indonesian Journal of English Education)* 6, no. 1 (2019): 10–20.

⁶ Hong Shi, “Learning Strategies and Classification in Education,” *Institute for Learning Styles Journal* 1, no. 1989 (2017): 24–36.

digital resources facilitate more dynamic, captivating, and student-centered learning experiences in addition to acting as visual aids.⁷

In addition to that, Puspitarini (2019), utilizing learning media appropriately in the learning process, will be a more effective and efficient tool in conveying information to students. Thus, students will more quickly receive learning materials and be motivated to be more active and interactive in the learning process in the classroom, which can also help achieve learning objectives.⁸ In that sense, according to Yunus et.al (2013), digital tools play a crucial role in supporting the development of teacher guidance beyond the classroom setting. Therefore, the use of digital media should be viewed not merely as a technological enhancement but as a pedagogical approach that responds to the evolving demands of modern education.⁹

The use of learning media in the classroom plays an important role in improving the quality of the teaching and learning process. One of the media that can be utilized effectively is Canva.¹⁰ A web-based design platform that allows teachers and students to produce visually appealing

⁷ Heidy Wulandari, "Strategi dalam Mengajar Berbicara yang Digunakan oleh Guru Mahasiswa Muda, SMP, SMA, dan Universitas," *E-Structural*, no. 02 (2020): 115–130.

⁸ Yanuari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School" *Anatolian Journal of Education* 4, no. 2 (2019): 53–60.

⁹ Melor Md Yunus et al., "The Use of Information and Communication Technology (ICT) in Teaching ESL Writing Skills," *English Language Teaching* 6, no. 7 (2013): 1–8.

¹⁰ Yundayani, "Menyelidiki Pengaruh Canva pada Keterampilan Menulis Siswa" *Jurnal Pendidikan Bahasa Inggris* 7, no. 2 (2019).

learning materials. Canva offers a user-friendly and flexible interface, making it suitable for use across a wide range of subjects, particularly English. It is particularly useful in learning functional texts such as brochures, posters, and infographics. In addition, previous studies have shown that a contextualized learning approach with personalized text can improve reading comprehension while developing writing skills. Canva supports this process by combining textual, visual elements, and active student interaction, creating a dynamic and collaborative learning environment.¹¹

However, at SMPN 1 Cikukur, the teaching strategies used by teachers still rely on traditional methods in delivering the subject matter. This teaching approach is less effective in helping students overcome difficulties in mastering and applying writing rules. As a result, errors in students' writing are still often found, both in terms of content, organization, language use, vocabulary, and writing mechanics. The lack of application of learning media by teachers in the classroom also has an impact on students' low interest and motivation in writing activities. This can be seen from the number of students who pay less attention or even ignore the writing assignments given by the teacher. Seeing the lack of

¹¹ Nabila Farhana Jamaludin dan Siti Farahin Sedek, "CANVA sebagai Alat Digital untuk Pengalaman Belajar Siswa yang Efektif", *Journal of Advanced Research in Computing and Applications*, no. 1 (2023): 22-33.

effective learning strategies and the lack of use of media at the school, the Canva application is applied as the right learning media. Canva is considered to be able to improve students' understanding more deeply and encourage their increased interest and participation in the learning process. Through this media, students are not only expected to be able to repeat information, but also really understand the material comprehensively, so that the quality of their writing skills can improve significantly.

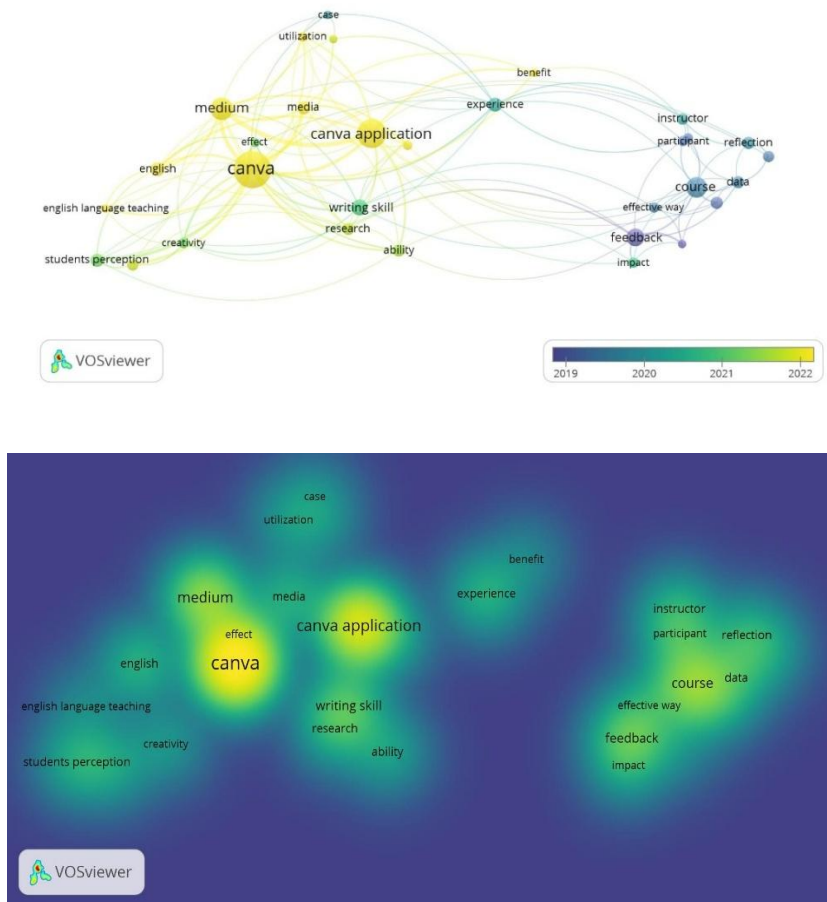


Figure 1.1 Vos Viewer

Based on the bibliometric map visualized using VOSviewer, it can be seen that the keywords *Canva*, *Canva app*, and *media* are the most prominent terms in the related literature, which means that there is much attention to the use of Canva as a learning medium.

In addition, the term *Canva*, *English teaching*, *student perception*, and *creativity*, indicates that Canva is often studied about English teaching and students' affective characteristics. The keywords *writing skills*, *ability*, and *research* indicate that Canva is often used to develop writing skills. Keywords such as *course*, *feedback*, and *reflection* imply another focus of the literature on learning experiences, but in a broader context.

However, this map also reveals significant gaps that have not been fully explored. For example, the first keyword, *descriptive text*, is not expressly mentioned, indicating that the previous study has not precisely examined Canva's impact on descriptive text writing skills, particularly among junior high school students. Although the phrases *feedback* and *experience* are visible, there are few links to *students' perceptions* or *posters*, implying that students' impressions of Canva's poster function and the issues they face have not been thoroughly investigated.

Sub-State of the Art

The growing need for creative and technologically advanced teaching methods has led to an increase in research on the use of digital media in writing training. Canva, a web-based design platform that lets users generate all kinds of visual content, including posters, infographics, and presentations, is one of the digital tools that has attracted a lot of attention lately.

Several previous studies have shown the effectiveness of Canva in improving students' writing skills. For example, research by Hadi, Izzah, and Paulia (2021) revealed that the use of Canva in teaching narrative writing at the senior high school level significantly improved students' writing scores.¹² Similarly, Yundayani, Susilawati, and Chairunnisa (2019) found that Canva had a significant impact on students' motivation, creativity, and understanding of writing materials through visual media.¹³ Another study conducted by Sugiarni, Widiastuti, and Tahrun (2024) showed that Canva effectively improved student engagement and learning outcomes, although the context of this study was vocational education and did not specifically focus on descriptive

¹² Muhamad Sofian Hadi, Lidiyatul Izzah, and Qondila Paulia, "Teaching Writing Through Canva Application," *Journal of Languages and Language Teaching* 9, no. 2 (2021): 228.

¹³ Yundayani, "Menyelidiki Pengaruh Canva pada Keterampilan Menulis Siswa" *Jurnal Pendidikan Bahasa Inggris* 7, no. 2 (2019).

writing.¹⁴

Although these studies offer insightful information about using Canva in English writing training, there are still several unexplored research gaps. **First** off, using Canva's poster function to teach descriptive text writing to junior high school students was not particularly covered in any of the previously listed research. **Second**, little research has been done on how students perceive Canva, especially about the advantages and difficulties they encounter when writing. **Third**, the use of VOSviewer for bibliometric visualization reveals that although terms like "Canva," "Canva application," and "medium" are commonly occurring in related literature, terms like "descriptive text," "student perception," and "poster" are rarely examined comprehensively to junior high school writing instruction.

As a result, there is a substantial study gap about how the poster features in the Canva program might enhance the descriptive text writing skills of junior high school pupils in the seventh grade, specifically at SMPN 1 Cikukur. Furthermore, prior research has not focused on the perceptions, challenges, and benefits that students have when using Canva for their writing. By examining how successfully students utilize

¹⁴ S Sugiarni, D E Widiastuti, and, Tahrun "The Implementation of Canva as a Digital Learning Tool in English Learning at Vocational School," *English Learning* 5, no. 2 (2024): 264–276.

Canva to write descriptive texts and by examining their learning experiences using this digital tool, this study seeks to close that gap.

B. Statements of the Problem

There are several statements of the problem, as follows:

1. How is there an effect of using Canva media on students' descriptive text writing ability?
2. How do students' perceive the use of Canva as a learning media in writing descriptive text?
3. What are the challenges and benefits of using Canva in students' descriptive text writing learning?

C. The Aims of the Study

To answer the statement of the problem, the aims of this study can be drawn as follows:

1. To determine the effect of Canva media on students' descriptive text writing ability.
2. To find out students' perceptions of the use of Canva as a learning media in writing descriptive text.
3. To find out the challenges and benefits of using Canva in learning to write students' descriptive texts.

D. Assumptions and Hypothesis

1. Assumption

The researcher assumes that there is a substantial difference in the writing skills of students who use Canva and those who do not use Canva, and there is an effectiveness of using Canva in teaching writing.

2. Hypothesis

This study has two hypotheses: the first is the alternative hypothesis (H_a), and the second is the null hypothesis (H_o).

H_a : The use of Canva application has a significant influence in improving students' descriptive text writing ability.

H_o : The use of Canva application does not have a significant effect in improving students' descriptive text writing ability.

E. Clarification of the Terms

1. Poster

Visual media are designed to convey information in a short, clear, and attractive manner. Posters usually contain a combination of text and graphic elements, such as images, illustrations, or symbols, that aim to attract attention and convey a certain message to the audience in a short time.

2. Canva

Canva is a platform that offers millions of features such as images, fonts, graphics, videos, posters, animations, and templates as well as a dedicated classroom to invite students and teachers to share, review, and manage assignments.

3. Writing Skills

Writing in this study refers to the method by which pupils convey their thoughts in descriptive text.

4. Descriptive Text

The descriptive text was selected as the research's content to be improved.

F. The Organization of Writing

Chapter I Introduction. This chapter contains the background of the study, the identification of the problem, the limitations of the problem, the formulation of the study, the objective of the study, the significance of the study, the previous study, and the organization of the writing.

Chapter II Theoretical Framework. This chapter contains various theories from specialists who have undertaken research relevant to this topic.

Chapter III Research Methodology. This chapter consists of Research Design, Place and Time of Research, Population and Sample of the Research, Instruments, Data Collection Technique, and Technique of Data Analysis.

Chapter IV Results and Discussion. This chapter consists of data description, the process of quasi-experimental score, the comparison of pre-test and post-test quasi-experimental class, hypothesis testing, and the interpretation of data.

Chapter V Conclusion. This is the last chapter of this research consists of a conclusion from the research and suggestions for the reader or other researchers.