

Canva-based Digital Practical App for Teaching Writing

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Abstract – The objective of this study was to determine how to improve the procedure text teaching in English for students of 10th grade at Vocational High School (SMK) of Taman Siswa in Sukoharjo, Central Java, Indonesia. The study began with observations on September 19, 2022 to October 20, 2022 based on planning and the results of observations and assessments of initial results presenting procedure text. The results conclude that by using the Canva apps in project-based learning could improve the ability of 10th grade students at Taman Siswa Vocational High School in Sukoharjo to present procedural texts, as evidenced by an increase in learning motivation and learning outcomes in each cycle. Based on the observations of researchers and observers during classroom action, the researchers suggest the following. First, the use of the Canva application through project-based learning needs to be implemented by teachers at the Vocational High School of Taman Siswa in Sukoharjo in particular and by teachers in other schools in general. Second, teachers should be able to apply various variations of learning models to create a fun learning process so that they are able to encourage students to learn optimally.

Keywords – Canva App, Learning Media, English Learning, Technology.

I. INTRODUCTION

English writing proficiency is emphasized by many university students, including those in Indonesia. When compared to reading, listening, and speaking, writing in English is considered a core academic skill and one of the hardest to learn (Makalela, 2004). Writing is the activity of communicating mental messages by expressing ideas, feelings, and opinions in writing. Writing consists of two steps: presenting the meaning of the idea and conveying it in written language form. We can express ourselves, share ideas, and hope that what we write will be useful to others (Fox, 1993). Writing as a communicative skill, can be seen as a mechanism to experience students' knowledge by developing and presenting their ideas. In addition, (Zamel, 1982) viewed writing as a meaning-created process. It means that writing requires a recursive process for being able to deliver meaning.

There are three kinds of difficulty in mastering writing skills. Linguistic, cognitive, and content issues all contribute. Linguistic issues are brought first. This is related to our capacity to construct effective sentences by using the proper sentence patterns, which will allow the sentences we create to flow into one another. The written material can then be easily understood by the reader as a result. The second issue is a cognitive one that has to do with our ability to master the language, grammatical, and structural forms that are essential for efficient written communication (Susser, 1994). The organization problem, which is, of course, more complex than the organization problem in general (Herrera Ramírez, 2013). The third issue is an example of ideas. This applies to anything that can be written down. We frequently lose ideas in the midst of the writing process. Although almost all students agree that writing difficulties are part of the learning process and that students should be supported in overcoming their difficulties, there is no agreement on how to treat students' difficulties.

College students nowadays prefer to participate in their activities through technology. Several studies (Ahmadi & Reza, 2018; Chun et al., 2016; Levy, 2009) believe that technology is an important language teaching tool in this context because it can increase student motivation. Students need these to improve their language skills, particularly their writing abilities. One of the

contentious issues in foreign language teaching has been the level of technology required in writing classes, including media formats. The use of learning media to disseminate messages and learning materials is a communication technique. A well-designed learning media really helps students in digesting and understanding the subject matter. The development of information technology in the current era of globalization and information, spurred the development of increasingly advanced learning media as well. Advances in Information Technology have driven many changes, including in the field of education. Learning becomes more interesting and interactive. The use of learning media in the form of photos or videos can attract students' attention when compared to oral explanations. Teachers can create a variety of varied activities and activate students through photos or pictures of the objects discussed.

Using Canva as a learning media can be a novel approach to the learning process. Canva is a graphic design tool that allows its users to easily create various types of creative designs online. From greeting cards to posters, brochures, and infographics, to presentations. Canva for education is Canva with free premium access for teachers. Canva offers free pro features to teachers. This allows teachers to create presentations, class decorations, infographics, worksheets, lesson plans, and other materials for free (Alyahya, 2019). The learning process will be more interesting and enjoyable, increasing students' learning motivation and igniting students' enthusiasm.

Canva can be used to promote learning. Visuals in the classroom, including Canva, can serve a variety of purposes, including: 1) making abstract ideas concrete; 2) motivating students; 3) giving direct attention; 4) repeating information; 5) recalling previous knowledge; and 6) reducing learning effort. Canva is thought to be a tool for quickly transitioning from an abstract idea to a concrete site map. Furthermore, it can create a positive learning environment through any provided facilities, affecting students' concentration, memory, and attitude (Anwar, 2021; Hadi et al., 2021). Students who are optimistic about their situation will be more optimistic about what they are doing and will be more willing to participate in the learning process through direct attention. When students gain experience through meaningful learning, it becomes easier for them to recall. Canva provides students with the opportunity to engage in the creative process, allowing them to repeat the information by recalling previous knowledge.

To increase student motivation in writing, researchers attempted to teach using digital posters created with the Canva app. Digital posters have the potential to enhance learning. Some of the preceding reasons drew the author's attention to the use of digital posters as a medium for lesson delivery. Because there are many options for poster models with appealing and contemporary models and colors, as well as a special appeal in the form of varied images that make it easier for students to understand vocabulary, the use of digital posters through Canva applications as a media in teaching writing in English subjects is expected to attract students' attention. Students' interest, creativity, and motivation in learning writing skills are expected to be piqued by using learning media such as this digital poster, allowing them to benefit the most from both the process and the learning outcomes. The researchers would like to see how using the Canva application media affects students' writing skills when they are creating ideas for posters that can be used as digital information.

II. METHOD

This study was designed with classroom action research method with a qualitative descriptive approach. This describes the data obtained according to the conditions that occur in the field and cannot be achieved using statistical procedures or by means of quantification. This approach assumes that philosophically different approaches, investigative strategies, and methods of data collection, analysis and interpretation (Cresswell, 2003) aimed at developing or use of an application. The applications used in this study are Canva application as a learning media for teaching writing skills. The technique used in this research is in the form of data collection by studying the literature and describing the features that exist in the Canva app, and how this application can be used in writing skills learning media.

The study took place at Taman Siswa Vocational High School (SMK) in Sukoharjo, Central Java, Indonesia. The study began with observations on September 19, 2022 to October 20, 2022 based on planning and the results of observations and assessments of initial results presenting procedure text. The research was carried out in two cycles. Learning to present procedure texts using the Canva app through project-based learning. Data on the process were obtained from (1) observations of the implementation of the learning process presenting procedure texts, and (3) questionnaire data on student responses to the learning process presenting procedure texts before and after using the Canva application through project-based learning. Meanwhile, data

on student learning outcomes derived from the assessment rubric on the outcomes of students' responses in creating products. Students and teachers provided data for this study. Students in grades ten served as the primary data source for this study.

This Classroom Action Research was carried out in several stages, namely (1) preliminary study, (2) action planning, (3) action implementation, (4) observation, and (5) reflection. The following is the flow of Class Action Implementation (CAR). The action flow uses the Kemmis and Taggart Classroom Action flow (Arikunto, 2010).

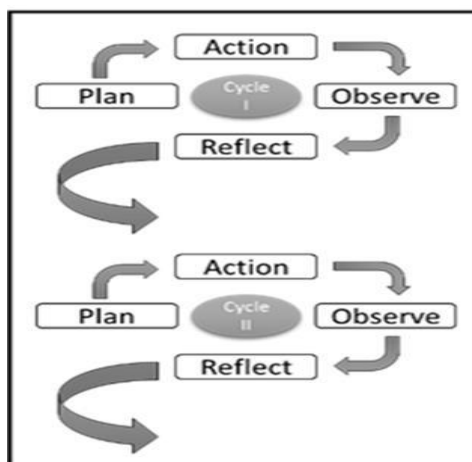


Figure 1. Class Action Implementation Flowchart

III. DISCUSSION

3.1. Planning

At the planning stage, the researcher prepares everything needed during the research, namely (1) preparing a Learning Implementation Plan (RPP), (2) making procedure text learning materials used during the implementation of the learning process, (3) making questions to be worked on and discussed by students and consulted with collaborators, Indonesian language teachers, (4) making observation guides in the form of observation sheets to record events during the learning process, (5) preparing questionnaires to determine student responses to the learning process

3.1.1 Implementation

The actions taken in the classroom are adjusted to the lesson plans that have been prepared in the lesson plans. The things that are done at this stage are: (1) Introduction At this stage, several things are carried out related to the learning implementation process by presenting procedure texts through project-based learning using the Canva application. Preliminary activities include a) Students pray, b) the teacher conditions students by greeting and asking about health, c) the teacher conveys the learning objectives.

3.1.2 Core activities

Six working steps are included in the main activity. First, basic questions, with educators conveying the topic and students asking questions about the problem's topic. Second, using the Canva app, create product plans with online discussion activities for students to compose procedure texts (preparation of media, sources, materials, tools). Third, arrange the schedule for making according to the time limit that has been determined using the consultation sheet. Fourth, monitor the activity and development of projects carried out online through teams, zoom meetings, and WA groups. At this stage, students reported the difficulties and progress of the project results. Fifth, examine the results of procedure texts uploaded on social media and people's responses to these results. Sixth, evaluating the learning experience by reflecting on the results of the activities and concluding.

3.1.2.1 Closing

The teacher concludes the learning outcomes, leads a prayer, and closes with greetings in the closing activity.

3.1.2.2 Observation

Observation activities are carried out during the learning process. Researchers and collaborators observed and recorded the results on observation sheets and field notes. Observations are made by looking at various actions that appear during learning.

3.1.2.3 Reflection

Reflection is carried out based on the results of the first cycle's actions, which are documented in observation sheets, questionnaires, and field notes. Based on the findings of the reflection, the researchers and collaborators devised a problem-solving strategy to improve the learning process in the second cycle.

3.2 Data collection technique

This classroom action research took place from September 19, 2022 to October 20, 2022. The data collection technique used was (1) observation of teacher and student activities during learning to determine the implementation of project-based learning using observation sheets; and (2) a questionnaire using a questionnaire guide for students in the preliminary study and after the action process takes place to find out students' problems and students' opinions after carrying out learning. Result data were collected from text products during the preliminary study stage, cycle 1, and the following cycle.

This data was collected from the researcher's assessment rubric. The obtained score is presented in the form of a table that shows the student's score from the product in the preliminary study and the student's score after obtaining the action. The result data is used to determine whether or not project-based learning improved students' ability to present procedure texts using the Canva apps. Data analysis in classroom action research happened before entering the field, during the field, and after the field. Prior to entering the field, data from preliminary studies or secondary data are analyzed. Data analysis in the field entails data collection, data reduction, and data presentation (Goetz & LeCompte, 1981).

Before entering the field, data analysis begins with a preliminary study or secondary data that will be used to determine the research focus. Data from the preliminary study, which included interviews with collaborating teachers and student questionnaires about the problem of understanding the challenge text, were then used to determine the research's focus. Data collection, data reduction, and data presentation are all part of data analysis in the field. Data collection through observation of learning in class, distribution of questionnaires, and learning outcomes Data reduction entails summarizing, selecting key points, and discarding information that is not relevant to the research. The observation data presents the procedure text, which has been arranged and sorted in accordance with the observation guidelines. The information from interviews and questionnaires was chosen to correspond with the description of learning to understand the challenge text. The data is then presented in the form of a brief description and the relationship between categories in the following step.

3.3 Writing Learning Media

The role of teachers, students, and learning media in supporting the teaching and learning process in Indonesian language learning is absolutely essential in this discussion. Furthermore, the learning media must be tailored to the teacher and participants, as well as the lessons and interests of students. Based on initial observations, learning procedure texts are less appealing to students. This can be seen in students' participation when working on individual assignments from textbooks. Furthermore, the collaborating teachers' experience indicated that the implementation of Indonesian language learning had never used the Canva apps to compose procedure texts.

The learning process of presenting procedure texts is accomplished by creating procedure texts in the form of video presentations based on the problems raised by educators. Guided questions are provided to assist students in gathering information. After answering the questions, students combine the sentences in the form of information in the procedure text structure. The teacher then provides an example of a correct procedure text. This learning is less interesting and enjoyable, resulting in poor student learning outcomes. The following are the findings from observing the process of presenting procedure texts using the Canva application as part of collaborative project-based learning.

Data from in-person interviews with students who had just completed project-based learning instruction in using the Canva app to present procedure texts confirms the results of these observations. Approximately to 24 participants indicated that they were satisfied and easy to provide procedural texts based on the results of conventional interviews with students. It can be explained as follows based on factual conditions and research findings from the pre-cycle, cycle 1, and cycle 2. Teachers always

built reciprocal interactions into the learning process so that students are motivated to be active and enthusiastic learners. b. The teacher provided opportunities for students to engage in discussions and ask questions about challenges encountered during the learning process. c. The teacher attempted to create a pleasant learning environment while remaining focused and capable of achieving basic competencies. Meanwhile, student participation in the learning process can be described as follows. a. Students demonstrated an eagerness to participate in the learning process. b. Students' attention to the learning material was excellent. c. Students are interested in the Canva application and project-based learning because the time was set aside by the students themselves.

3.4. Improving the Quality of Results Presenting Procedure Text

Through increased project-based learning, learning outcomes include presenting procedure texts using the Canva application. This is evident in the results of student uploads in Classroom and WhatsApp in cycles 1 and 2. Students' ability increased after getting action using the Canva application through project-based learning in cycle 1, specifically the number of students whose scores were below or included in the KKM. The lower group category has 11 students, the middle group category has 15 students, and the upper group category has 5 students who have a score of 85 or higher. In cycle 2, students' ability grows until only three students have scores that are less than the Minimum Completeness Criteria (KKM), 17 students have a range of values, and 11 students are in the upper group category because they have a score of 85-100.

Students' ability to formulate response sentences, manage the Canva application, and design the suitability of images and writing demonstrates an improvement in their ability to present procedural texts. The project-based learning model is an innovative learning model that centers on students and positions the teacher as a motivator and facilitator, with students given the opportunity to work autonomously in constructing their learning (Suwarno et al., 2020). Face-to-face barriers can also be reduced by applying a variety of interesting learning applications. This is because students become bored with monotonous online learning media; students become bored because online learning teachers tend to assign assignments from textbooks (Anindhita et al., 2022). Therefore, using the Canva apps to complete assignments and train creativity is extremely beneficial for students. The Canva app provides a variety of options for completing tasks and is simple to use. Students' ability to present procedure texts has improved thanks to the use of the Canva application in project-based learning. The increase was fueled by students' engagement in the learning process. This is similar to project-based learning characteristics. Classroom action research features include the completion of tasks carried out independently beginning with planning, preparation, and ending with product presentation; students are fully responsible for the project to be produced; the project involves the roles of peers, teachers, parents, and even the community; trains creative thinking skills; and classroom situations are very tolerant of deficiencies and the development of ideas (Burns, 1999; Pine, 2008). Teachers face several challenges in implementing Indonesian language learning based on a scientific approach based on the 2013 curriculum. The constraints were among others a mismatch between the time available and the scope of learning material that is too broad, class conditions, and students' ability to absorb and understand the material (Sadler, 2014). This makes project-based learning the best option because students create project plans and schedules. One of the features in the Canva application that can be developed to create procedure texts. Students create the text concept, select images and templates to be used, and replace text and images. The procedure text presentation, created with the Canva app, is finished and ready to be shared on social media.

Learning success is determined not only by an increase in outcomes (numbers), but also by an increase in the learning process in a balanced manner. Learning causes behavioral changes in individuals; development is also internalized and experienced individually (Handani et al., 2016). Furthermore, students are aware of the new Canva application, which makes learning and growing more interesting. The advantages of using the Canva application include having a variety of appealing designs, being able to increase teachers' and students' creativity in designing learning media due to the many features that have been provided, saving time in practical learning media, and designing without the use of a laptop (Darmayanti et al., 2022).

IV. CONCLUSION

The results conclude that by using the Canva apps in project-based learning could improve the ability of 10th grade students at Taman Siswa Vocational High School in Sukoharjo to present procedural texts, as evidenced by an increase in learning motivation and learning outcomes in each cycle. Based on the observations of researchers and observers during classroom action, the researchers suggest the following. First, the use of the Canva application through project-based learning needs to be implemented by teachers at the Vocational High School of Taman Siswa in Sukoharjo in particular and by teachers in other

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