



The Effect of Canva Teaching Media to The Writing Ability of Eighth Grade Students of SMP Teladan Pematangsiantar Pematangsiantar on a Descriptive Text

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ABSTRACT

Researcher decided to implement Canva Application in this research. The aim of this research is to determine the effect of using Canva as teaching media on students' ability in writing descriptive text in the eighth grade of SMP Swata Teladan Pematangsiantar in 2024/2025 academic year. This research used a quasi-experimental design with quantitative methods. For the sample, in the experimental class and control class the number of students was the same, namely 30 people. The experimental class VIII-B and the control class VIII-2 and to analyze the data, researchers used a t-test formula to find out whether using Canva influenced students' writing ability in descriptive text. In the experimental class the average pre-test score was 60.9 and post-test was 77.2 and, in the control class the average pre-test score was 60.8 and post-test was 71.2. For the standard deviation in the class experimental is 369 and the standard deviation in the control class is 296. The result is that the t-test must be the highest of the t-table with a significance level of 5% ($6,781 > 1,672$). Based on the findings of this research, the researcher concluded that the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. Thus, it can be concluded that using Canva affects students' descriptive text writing skills, particularly in the eighth grade.

Keywords: Effect, Teaching Media, Canva, Descriptive Text

INTRODUCTION

Writing is an essential skill for effective communication with others. Millah (2022) states that writing serves as a way for individuals to convey their thoughts, similar to how speaking allows for oral expression. Additionally, Setiani (2017) emphasizes that writing is a crucial skill that should be developed. Geoffrey (2003:116), as cited in Putra (2021), explains that writing, unlike speaking, is an activity that can be both personal and public, often occurring simultaneously.

Writing demands discipline, and while it is beneficial to discuss and collaborate with peers, it is equally important to dedicate time to personal reflection and independent assignment work (Knapp, 2005:82) as cited in Sinaga (2020). Many students consider writing to be more challenging than reading, listening, or speaking. Richard (2002:303), referenced in Ratnaningsih (2016), points out that the challenges of writing extend beyond just generating and organizing ideas; they also involve effectively translating those ideas into written form. This indicates that students must focus not only on the structure, grammar, and rules of writing but also on ensuring their ideas are engaging and compelling when expressed on paper.

According to the experiences of researchers during their Internship Program (PPL) at SMP Swasta Teladan Pematangsiantar, several eighth-grade students faced difficulties in learning how to write descriptive texts. These students encountered challenges in generating and expressing their ideas, using their creativity in writing, and understanding the information they needed to convey. As a result, their enthusiasm for studying English diminished due to their struggles with comprehension. Although the teacher allocated some time for practice during the lesson, many students paid little attention to the information shared and sometimes failed to complete the assigned tasks.

Teachers must have the capability to organize the learning experience and should be knowledgeable about different techniques and resources that can assist students in identifying and exploring topics related to descriptive writing during activities. Mardiana & Kurniawan (2015) suggest that utilizing suitable media can enhance students' understanding and retention of the material. By incorporating Canva as a media tool, the researcher aimed to invigorate the learning process.

Ramdhana et al. (2024) investigated the use of Canva Media in the classroom. Canva can be considered an audiovisual tool that can be utilized to teach various subjects in English to low-level beginners. Observations by Anggraeni (2012) and Pratiwi (2011) indicate that students benefit from understanding writing mechanics, such as punctuation and spelling, selecting appropriate words for sentence and paragraph construction, organizing their thoughts, and identifying key ideas. One way to determine if video can enhance students' writing skills is through writing assessments, including pretests and post-tests. Evaluating the effectiveness of video in improving descriptive writing skills can be achieved by reassessing the significance of descriptive writing or by gauging students' perceptions of descriptive writing after a pretest.

Based on the background above, the researcher tries to conduct a research with the title **“The Effect of Canva Teaching Media to The Writing Ability of Eighth Grade Students of SMP Teladan Pematangsiantar Pematangsiantar on a Descriptive Text”**

METHOD

Quantitative research involved the use of statistical analysis (mathematical analysis) of data, which was generally presented in numerical form. This study employed a quasi-experimental design, consisting of two intact groups: an experimental group and a control group. The control group was taught descriptive text using traditional media, while the experimental group utilized Canva as a teaching tool. The researcher chose this design to determine whether Canva had an effect on writing descriptive texts among eighth-grade students at SMP Swasta Teladan.

This research was conducted at SMP Swasta Teladan, located at Jalan Singosari No. 03, Bantan, Kota Pematangsiantar. The researcher focused on the eighth-grade students for the academic year 2023/2024. An instrument was utilized to assess the students' understanding of descriptive text, specifically a descriptive writing test. This test aimed to gather data on the students' abilities to write descriptive texts according to the given instructions. The writing task involved creating descriptive paragraphs that followed specific guidelines and adhered to the generic structure. The instructions required students to describe *specific objects (people), detail their body parts, characteristics, and qualities*. After collecting the data, the researcher evaluated the students' skills in writing descriptive texts.

RESULT AND DISCUSSION

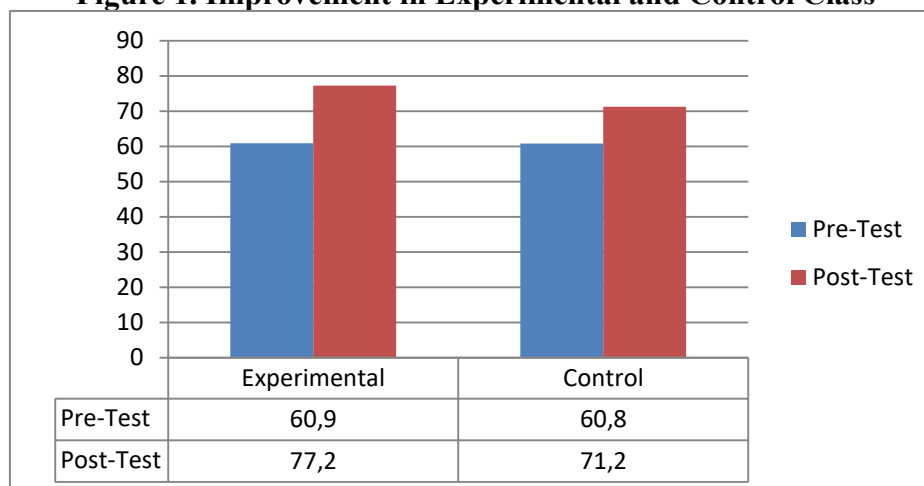
Data Description

The authors evaluated student performance in both the pre-test and post-test within the experimental group. The table below displays the scores obtained by the students.

Table 1. Students Scores of the Experimental Class

| No | Student's Initial Name | Pre Test | Post Test |
|----------|------------------------|-------------|-------------|
| 1. | AM | 50 | 70 |
| 2. | DS | 50 | 68 |
| 3. | DT | 50 | 65 |
| 4. | FR | 50 | 70 |
| 5. | PT | 50 | 65 |
| 6. | YS | 50 | 70 |
| 7. | ZR | 50 | 70 |
| 8. | AA | 60 | 80 |
| 9. | AR | 60 | 75 |
| 10. | CL | 60 | 73 |
| 11. | GS | 60 | 78 |
| 12. | JO | 60 | 78 |
| 13. | JS | 60 | 82 |
| 14. | RS | 60 | 78 |
| 15. | YM | 60 | 78 |
| 16. | AY | 65 | 75 |
| 17. | CS | 65 | 78 |
| 18. | LN | 65 | 78 |
| 19. | RS | 65 | 89 |
| 20. | RI | 65 | 79 |
| 21. | RN | 65 | 80 |
| 22. | SK | 65 | 79 |
| 23. | UN | 65 | 80 |
| 24. | WS | 65 | 86 |
| 25. | CP | 67 | 80 |
| 26. | ET | 68 | 80 |
| 27. | JP | 68 | 86 |
| 28. | AP | 69 | 81 |
| 29. | CH | 70 | 82 |
| 30. | YU | 70 | 83 |
| Σ | | 1827 | 2316 |

According to the table above, the highest score on the exam was 70, while the lowest score was 50. In contrast, the highest score in the post-test reached 83, with the lowest being 70. Additionally, the total of all scores from the pre-test was 1827, resulting in an average score of 60.9. For the post-test, the total score was 2316, which led to an average score of 77.2.

Figure 1. Improvement in Experimental and Control Class

After calculating the mean scores for the pre-test and post-test in both the experimental and control classes, the researcher summarized these results in a single graph above. The graph illustrates the progress in students' writing abilities. It shows an improvement in the students' scores, particularly in the results obtained after the treatment. The experimental class received instruction using the Canva application, while the control class utilized conventional media. In the graph, the mean score for the experimental class was 60.9 in the pre-test and 77.2 in the post-test. In contrast, the control class had a mean score of 60.8 in the pre-test and 71.2 in the post-test. The experimental class improved by 16.3 points, whereas the control class improved by 10.4 points. This indicates that the experimental class experienced a greater improvement than the control class.

Testing Hypothesis

Accept H_0 if $-t_{1-\frac{1}{2}\alpha} < t < t_{1-\frac{1}{2}\alpha}$ where $t_{1-\frac{1}{2}\alpha}$ obtained from the distribution list with $dk = (n_1 + n_2 - 2)$ and $t = 0,05$ for the other t prices H_0 is rejected. Based on the critical value of the t distribution, it turns out that $dk = 30 + 30 - 2 = 58$ then $t_{table} = 1,672$. From the calculation results, it turns out that $t_{test} > t_{label}$ at level $t = 0,05$ that was $(6,781 > 1,672)$ therefore H_a was accepted and H_0 was rejected.

Research Findings

Researchers found that students were able to effectively learn how to write descriptive texts when using Canva as a teaching tool. To evaluate the impact of using Canva for instruction in descriptive writing, the study conducted both pre-tests and post-tests with the experimental class after the intervention. The findings indicated that students who were taught with Canva achieved better academic results compared to those who used traditional media.

1. Experimental Class

- The experimental class had a mean pre-test score of 60.9 and a post-test score of 77.2.
- The lowest pre-test score was 50, and the highest was 70; for the post-test, the lowest was 65, and the highest was 89.
- The overall improvement (mean variable) was 16.3, with a total standard deviation of 369.

2. Control Class

- The control class had a mean pre-test score of 60.8 and a post-test score of 71.2.
- The lowest pre-test score was 50, and the highest was 70; for the post-test, the lowest was 62, and the highest was 82.

- The overall improvement (mean variable) was 10.4, with a total standard deviation of 296.

The hypothesis testing results indicate that the t-test value of 6.781 exceeds the t-table value of 1.672 at a 5% significance level. This leads to the acceptance of the Alternative Hypothesis (Ha) and the rejection of the Null Hypothesis (Ho). Therefore, it can be concluded that using Canva significantly enhances students' ability to write descriptive texts compared to traditional textbooks in the eighth grade of junior high school.

Discussion

This study aims to assess the effectiveness of Canva as a learning tool on the descriptive writing skills of eighth-grade students at SMP Swasta Teladan Pematangsiantar. Both the experimental and control classes participated in the same pre-test and post-test. However, the experimental group received instruction using Canva after the pre-test, while the control group continued with traditional learning methods, such as textbooks, without any special treatment.

In this research, Canva was utilized as a learning medium by providing students with images of individuals alongside descriptions, helping them understand how to effectively describe a person. The positive outcomes were evident in the students' ability to describe their peers accurately. Additionally, the structured approach of starting from the top of the description allowed readers to easily identify the person being described. The Canva application also motivated students and provided them with resources to enhance their descriptive skills, as it includes a sharing feature for both teachers and students.

CONCLUSION

The researcher concludes that using the Canva application significantly improves students' writing skills for descriptive texts compared to traditional media like textbooks. Experimental research indicated that the experimental group had a post-test average of 77.2 and a mean improvement of 16.3, while the control group had an average of 71.2 and a mean improvement of 10.4. The calculated t-value (T0) was 6.781, which exceeds the t-table value of 1.670 at a 5% significance level, leading to the acceptance of the alternative hypothesis. The findings confirm that Canva is an effective and engaging tool for teaching writing skills, enabling students to express their ideas more creatively and coherently. Students demonstrated enhanced writing proficiency through better organization and presentation of their descriptions. Therefore, Canva is regarded as a superior learning tool compared to traditional textbooks in improving students' descriptive writing skills.

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