The Effect of Applying Canva On Students' Achievement in Writing Descriptive Text at The Tenth Grade Smk PAB I Helvetia Academic Year 2023-2024

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ABSTRACT

The objective of this research is to investigate if applying Canva significantly affects students' achievement in writing descriptive text. This research was conducted by using experimental research design. The population of this study was the tenth grade of SMK Swasta PAB 1 Helvetia which has two parallel classes namely X-Titl 1 and X-Titl 2. Each class consisted of 15 students. So, the total number of population was 30 students. Cluster random sampling with Spin the Wheel Technique was employed in selecting the sample. The class X-Titl 2 was selected as experimental group and the class X-Titl 1 was selected as control group. The experimental group was taught by applying Canva while the control group was taught without applying Canva. The instrument used in this research was writing test. The data were analyzed by using t-test. After the data were calculated, it was found that $t_{observed}$ was higher than t_{table} (3.80 >2.00) with the degree of freedom df =58 at the level of significance α =0.05. It meant that Ha was accepted and Ho was successfully rejected. Thus, applying Canva significantly affects students' achievement in writing descriptive text.

Keywords: Canva, Writing, Descriptive Text

ABSTRAK

Tujuan dari penelitian ini adalah untuk meneliti apakah penggunaan Canva secara signifikan mempengaruhi pencapaian siswa dalam menulis teks deskriptif. Penelitian ini dilakukan dengan menggunakan desain penelitian eksperimen. Populasi penelitian ini adalah seluruh siswa kelas X SMK PAB I Helvetia yang memiliki dua kelas parallel, yaitu kelas X-Titl 1 dan X-Titl 2. Masing-masing kelas terdiri dari 15 siswa. Maka, jumlah total populasi adalah 30 siswa. Cluster random sampling dengan Teknik Spin the Wheel digunakan dalam memilih sampel. Kelas X-Titl 2 terpilih sebagai kelompok eksperimen dan kelas X-Titl 1 terpilih sebagai kelompok kontrol. Kelompok eksperimen diajarkan dengan menggunakan Canva, sedangkan kelompok kontrol diajarkan tanpa menggunakan Canva. Instrumen yang digunakan dalam penelitian ini adalah tes menulis. Data dianalisis dengan menggunakan rumus uji-t. Setelah data dihitung, diketahui bahwa nilai t_{hitung} lebih tinggi dari nilai t_{table} (3,80>2,00) dengan derajat kebebasan df =58 pada taraf signifikansi α = 0,05. Dapat diartikan bahwa Ha diterima dan Ho berhasil ditolak. Maka dapat dikatakan, penggunaan Canva secara signifikan mempengaruhi pencapaian siswa dalam menulis teks deskriptif.

Kata Kunci: Canva, Menulis, Teks Deskriptif

A. Introduction

From birth to death, every stage of a person's life requires that they have access to education. Since humans are incapable of properly developing their potential without education. There are four talents that a teacher has to acquire in order to be successful in communicating learning content, in addition to his or her mastery of the subject matter to be taught. They are listening, speaking, reading and writing. Elhabiri (2013:19) writing is an act of communication, it is considered as a skill that needs study and practice to be developed. It indicates that the writers are demanded to show the thoughts and organize them into a good composition. In addition, writing presents the writer's concept in understanding an issue which is shown to the public. It requires the integration of idea systematically written.

Pamuji & Setyami (2021) state there are four skills that must be mastered in learning English, namely listening, speaking, reading, and writing skills. These four skills have the same status and are related to one another. From the four language skills above, writing skills that are often used to train students in producing a thought or story. One of claims in learning English is writing skill. Through writing, someone can express ideas and be able to communicate with others in written language.

Moreover, Kurniawati (2019) states writing means pouring a thought inside form of writing or telling something to others through writing, so writing is a person's activity in expressing ideas, thoughts and telling something the idea that one wants to convey through the words that are arranged into complete and clear sentences. In other words, writing is also interpreted as communication direct. Furthermore, Hatmo (2021) states that writing skill is the ability to express ideas into written language through sentences that arranged as a whole, complete, and clear so that the ideas can be communicated to readers successfully. In conclusion, writing needs a complete thought so that the readers can interpret the writer's ideas.

In order to use the word but you should use, referring the importance of writing the researcher make a suitable match data of the observation during field experience program (PPL). based on the researcher's observation during Field Experience Program (PPL) at SMK PAB I Helvetia, many students tend to get difficulties in writing skill, in particular writing descriptive text about describing people. They didn't write in details about physical appearance, and sometimes they didn't begin their writing from the physical then to inner qualities in describing, because they were unable to convey imagery to their writing. Thus, the researcher tried to interview the students about their problems in writing descriptive text about describing people. The students said, they need an image or model in describing people, so that they can write the text match to the image. The other problem was the students were lazy to write because there was no media in teaching writing only textbook. So, the learning process became monotonous.

Suwarna (2012), defines descriptive text as a collection of paragraphs about a particular object or place. Mostly it is about visual experience, but description also deals with other kinds of perception.. But in particular, the descriptive text is a text which says what a person or a thing is like. Its

purpose is to describe and reveal a particular person, place, or thing. So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others.

Moreover, Dalman (2014: 94-95) argues that descriptive text describes objects or events clearly, in detail, and makes the reader feel as if he is feeling or experiencing the object being described so that this text can be said to contain details of the object.

He further argues that descriptive genre may be used to describe more than the outward appearance of the people, but also their traits of character or personality.

In conclusion, descriptive writing is a genre that asks the students to describe people, things, and places. How people describe physically or the appearance then the character or personality, or how things look, smell, taste, feel or sound. The goal of which is to paint an image that is vivid and moving in the mind of the reader.

Thus, in order to solve the students' problems above, the researcher offers the media in writing descriptive text particular in describing people, namely Canva. In Canva students can choose the best templates and attach the image that they want to describe, they can see the image and then write the descriptive text in details. Students also can design photos or images by themselves, so, they can enjoy learning writing. According to Cape and Faiza (2019) the Canva is an online program design that provides tools such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, bulletins, and so on provided within the Canva application. Canva is a web-based application that allows users to modify images and create graphic creations using more than 420,000 templates for free.

Considering the explanation above, there is an interest of the researcher to conduct the research entitled: "The Effect of Applying Canva on Students' Achievement in Writing Descriptive Text at the Tenth Grade SMK PAB I Helvetia Academic Year 2022-2023".

B. Research Method

This study was conducted in experimental research design. There were two groups of students, namely experimental and control groups. The experimental group was taught by applying Canva, whereas control group was taught without applying Canva or conventional. Both of the groups were given the same pre-test and post-test. The procedures of the research were shown below:

Table Research Design

No.	Group	Pre-Test	Treatment	Post-Test
1.	Experimental Group	√	X_1	√
2.	Control Group	√	X_2	√

Note:

X_1 = Experimental group where the samples was taught by applying Canva

X_2 = Control group where the samples was taught without applying Canva

Cluster Random Sampling was employed in drawing the sample in this research. The researcher took two classes for the sample, namely X-TITL 1, and X-TITL 2, because the two classes consisted of the same number of students. The population

and sample could be illustrated in the following table:

Table Population and Sample

Classes	Population	Sample
X-TITL 1	15	15
X-TITL 2	15	15
Total	30	30

Cluster random sampling by applying Spin the Wheel was employed in drawing the sample. Spin the Wheel is wheel spinner to help decide when making random choices. The procedures in Spin the Wheel were as follows: type the names of the classes in entries in the textbox to the right of the wheel, then click the wheel to spin it and get a random winner. Thus, class X-TITL 2 was selected as experimental group and class X-TITL I was selected as the control group.

Spin the Wheel

C. Result and Discussion

This research was conducted at SMK PAB I Helvetia. This study was conducted by using experimental research design. The experimental group was taught by applying Canva. The Canva application was applied to the experimental group to help the teacher in designing teaching material. The students were able to write descriptive text easily because students could see the images of people in describing people by applying Canva. It could be proven from the scores obtained by the students of the experimental group in which the students got higher scores than the scores of control group. So, it could be concluded that applying Canva

significantly affects students' achievement in writing descriptive text at the tenth grade SMK PAB I Helvetia.

D. Conclusion and Suggestion

Conclusion After analyzing the data, the result of the t-test showed that t-observed value (3.80) was higher than t-table value (2.00) with $\alpha = 0,05$ and df = 58. It means that Ha was accepted and Ho was successfully rejected. In conclusion, applying Canva significantly affects students' achievement in writing descriptive text.

Suggestion is Based on the conclusion, it is suggested to the English teachers to be more innovative in teaching writing. One of the innovative media is by applying Canva Application. Canva can improve students' writing skill, because the students are encouraged to be more creative developing the idea.

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