The Use of 'Canva for Education' and the Students' Perceptions of Its Effectiveness in the Writing Procedure Text

Nabielah Luaily Fauziyah[1], J. Priyanto Widodo[2], Shierly Novalita Yappi[3]
[1,2,3]STKIP PGRI Sidoarjo, Indonesia
nabielahboediono@gmail.com, prowidodo18@gmail.com, snovalita@gmail.com

Abstract

The aims of this study were to investigate the effectiveness of 'Canva for Education' and the students preceptions at MTs Sabilunnajah Prambon, Sidoarjo in the academic year 2020/2021. The research used a pre-experimental design with one group pre-test and posttest design. The treatment was conducted after the pre-test and before the post-test to the 48 students of class IX as the chosen sample of this study by using purposive sampling. The data instruments of this study were test and questionnaire. The research showed that 'Canva for Education' was effective in improving the students' writing skills for procedure text. Then, based on the reliability of the questionnaire which was measured by SPSS 26, the Cronbach's Alpha (α) statistical test showed the value was > 0.5. It could be concluded the variable perception of the students' perceptions towards the use of 'Canva for Education' could be said to be reliable due to the Cronbach's Alpha value is > 0.5, (p-value > 0.5 = 30.8 > 0.5). In other words, the students' perception toward use of 'Canva for Education' in writing procedure text gave several impacts on improving their writing skills and they felt enthusiastic about learning by using 'Canva for Education'.

I. Introduction

The changing dynamics of today's curriculum changes necessitates the need for teachers to have multiple roles; duties, competencies, and responsibilities in order to create interactive teaching learning environments that are active, creative, effective, and enjoyable. Regarding teaching learning, teachers are expected to be able to increase learning opportunities for their students while also significantly improving the quality of their instruction in order to have the greatest possible impact on the development of students' competencies (Darmadi, 2015). The goal is for technology to make it easier to explore skills, particularly when it comes to improving the abilities of students who are learning a foreign language. Students will be more creative in their use of media if ICT is used as a teaching tool because it provides opportunities for them to analyze and obtain information (Nilsen, 2016).

One of the newest media is 'Canva for Education'. Canva is a graphic design tool website; visual technology media with drag-and-drop formats and provides access to over a million photos, graphics, and fonts. It provides millions free images, photo filters, icons and shapes, and hundreds of fonts (Canva, n.d.). Canva as the website is one source of visual media that can used as a window to the wider outside world language classes and, of course, a

collection of authentic material that is easily accessible (Yundayani et al., 2019). Meanwhile, other researcher stated that Canva is an online design program that provides a variety of equipment such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, bulletins, etc. and in Canva, we can also make a presentation. The types of presentations available in Canva, such as creative presentations, education, business, advertising, technology, and so on (Garris Pelangi, 2020).

According to Faiza cited by (Maryunani, 2021) that the Canva application has an attractive design, with features that are easy to access with smartphones or laptops so that it can increase the creativity of teachers and students in designing learning media, besides that this application greatly saves time in designing learning media. In line with other researchers which stated the benefit of implementation the Canva application, for example, (1) Has a variety of attractive designs; (2) Ready to develop the imagination of educators and students in designing learning media considering the many elements that have been given; (3) Does not need much time or time in the design process; and (4) In designing, it is not necessary to use a PC, but it can be done through a gadget (Mudinillah & Rizaldi, 2021)

Meanwhile in Indonesia Education, English is an international language and Indonesia applies it as a foreign language and is taught from elementary school to high school students, one of which is junior high school (Riadil, 2020). One of the skills that must be mastered by students in junior high school is writing skill. Writing skill is a cognitive activity that is very complex and requires strong ability in addition to 3 other English skills (reading, listening and speaking) so that when students can improve their abilities, they will open their success in learning English (Rao & Durga, 2018). Writing is the ability to express ideas, opinions, and feelings to other parties through written language (Saragih, 2019). Writing skills are very important to learn because writing skills are very important in supporting student success (Kristyanawati, 2019). Still, the thought of writing in a second language hinders their creativity (Sari, 2020). Writing skill (Mahirah al-kitabah/writing skill) is the ability to describe or express the contents of the mind in the category of writing skills (Nahar, 2021). In line with explanation that carrying out fluent writing learning and producing expressive texts is the most difficult language skill of the four language skills for all students, especially foreign language students. She also emphasized that the most difficult thing to do in learning a foreign language is to write coherent, fluent, and broad writing (Nunan (Ningsih, 2016).

Because of the spread of Covid-19, educational institutions all over the world have been forced to close their doors. An institution's closure aided in the development of online learning environments within those institutions, ensuring that learning was not interrupted (Widodo & Slamet, 2021). Since the Corona virus pandemic has tested the waters, it is critical to examine the reasons for providing students with online classes that extend beyond periods of confinement (Widodo & Slamet, 2020). Moreover, as writing competency standard for class IX students, namely students must be able to express meaning functional and short written text simple essay in the form of recount, narrative and procedural text accurately, fluently, and gratefully to interact with the closest people environment. Therefore, Junior high school students are expected to be able to write a text well (Ramadhani et al., 2017). Due to the students' perception is essential thing to be evaluated (Sabat & Slamet), this study was focused on the students' perception to gain the deep perspectives on the media used in teaching writing.

Unfortunately, from the pre-observation conducted in teaching writing at MTs Sabilunnajah Prambon Sidoarjo, it showed that many students were not able to write in English well. It was shown by their writing products. The major problem that students faced was to get ideas and generate them into a piece of a good writing. The fact showed that many students have problems in some writing aspects such as grammatical rules, organization of

ideas, motivation to write, and vocabulary mastery. This opinion is reinforced by Brown's theory in (Ramadhani et al., 2017) which stated that the writer of the second language less able to do planning, and less fluent in write (use fewer words), less accurate, and lacking effective in stating goals and organization in a text.

According to the explanation above, the researcher as well as English teachers must find solutions to student writing problems, one of which is improving students' writing skills in the procedure text, which is one of the solutions the researcher will propose. Procedure text is an English text in which the author describes how something is achieved through a sequence of actions or steps (Harahap, 2018). According to (Rahmawati et al., 2017), Procedure text is a text explaining how something works or how to use an instruction/operation. Moreover, procedural text is our daily life's part, so It tells us how something is done through steps or actions. Its social function is to describe how something is completely done through a sequence of series. It explains how people perform different processes in sequence of steps (Fadhilawati et al., 2020).

Based on the explanation above, the related research was conducted by (Garris Pelangi, 2020) in title "Pemanfaatan Aplikasi Canva Sebagai Media Pembelajaran Bahasa Dan Sastra Indonesia Jenjang SMA/MA" which was a development research that relies on several literacies obtained and described while the method used was a qualitative descriptive approach. And this discussion focuses on using the Canva application as a medium for learning Indonesian.. And the second related research was conducted by (Yundayani et al., 2019) in title "Investigating The Effect Of Canva On Students' Writing Skills" explained that the aim of this study was investigate the effect of Canva on students' writing skills by using a control class and an experimental class. Before being given treatment, both groups did a pre-test. During the learning sessions, both classes were taught by adopting a Communicative Language Teaching (CLT) approach. However, in the experimental group, to help students explore their writing ideas, they were asked to use Canva as a writing medium. And at the end of the activity, both groups were given a post-test. Then, the number of writing errors made by students from both groups was compared using ANCOVA. And the results of the analysis showed that the experimental class given Canva media in learning produced satisfactory results.

The third previous study related with the recent study was conducted by (Maryunani, 2021).in title "Improving student achievement in learning online during the pandemic through the application canva for class VI SDN Krembangan Selatan III Surabaya". The study had a purpose to ensure the implementation of online learning at SDN Krembangan Selatan III during the COVID-19 pandemic, and to see how capable teachers are in planning and carrying out creative and innovative learning activities according to student conditions during School from Home (SFH). Teachers carry out digital-based learning activities using the Canva application when delivering learning materials because they feel that the application is appropriate. The research method in this study is Research & Development (R&D). The results of the analysis show that online learning creativity at SDN Krembangan Selatan III Surabaya in 2020 has achieved the expected goal, namely after students use the Canva application, learning is not monotonous, and the results have an impact on students' academic achievement. Their average score increased from 67.4 to 82. The use of the Canva application also affected the percentage of students who passed the KKM, from 33% increasing to 87% of the number of students who passed the KKM after studying using Canva. The difference between this research and current research was that its method was a research and development research, while the current research uses a pre-experimental method. All of the previous research discussed about the benefit of 'Canva for Education', but totally different with the previous study in implementation 'Canva for Education', especially in the research

method. In the recent research used pre-experimental method with a single group experimental class and focused on the students' perception as its implemented. Based on the description of the problems above, the aims of this study were to examine the use of 'Canva for Education' and the students' perception as its implementation in teaching writing descriptive text.

II. Research Methods

The research used a pre-experimental design with one group pre-test and posttest design. The treatment was conducted after the pre-test and before the post-test. The design of the experiment was presented as follow:

Table 1. Research Design

Pre-Test	Treatment	Post-Test
O_1	X	O_2

Description: O1: Pre-test, X: Treatment, O2; Post Test

In this study, the subject was 48 students of class IX subjects at MTs Sabilunnajah Prambon Sidoarjo, Jalan Raya Watutulis, Prambon, and Sidoarjo. And the data instrument of this study was test result and observation sheet used a Likert scale. Before doing the treatment, the researcher gave the students pre-test to know their prior knowledge in writing. In this stage, the researcher gives some questions related with the procedure text and the students answer the questions; the pre-test was administrated to the students by spent 40 minutes. The treatment was conducted in six meetings and took 80 minutes for each meeting. The procedures of the treatment included: a) The teacher prepared learning instruments in the form of lesson plans and PPT, b) The teacher opens the meeting by asking students to take a prayer, c) The teacher explained the procedure text material; definition, the social function, generic structure and the language features; (b) The teacher divided students into large groups in the first second meetings and the teacher changed the composition of the groups into small groups at the third and fourth meetings, d) Teacher asked students to make an outline of procedure text with the theme 'Making food/drink recipes and the steps for making them', (d) The teacher explained the steps of writing using Canva for education, e.) The teacher asked students to develop an outline paragraph of the procedure text into a structured text based on the generic structure of the procedure text, f) After finished, the teacher asked students in groups to present the results of their work and the other groups together with the teacher correct them, so that students in each group understood their mistakes and then in the next meeting they could correct them.

Post-test was given after students complete the treatment stage. Post-test done to find out the improvement of students' writing skills with a written test. In data analysis, the researcher used SPSS version 26 to test the validity and reliability of the pre-test and post-test results and the results of observations using a Likert scale. And in the observation technique carried out, the researcher gave a questionnaire, scale 1 (Strongly Disagree) to 4 (Strongly Agree) to the students that used Indonesian to avoid misinterpretation. Then, the results of questionnaire were analyzed by using SPSS 26.

III. Discussion

This study aimed to answer two problems which examining the use of 'Canva for Education' and the students' perception as its implementation in teaching writing descriptive text. Based on the research that has been done, it was found difficulties when implementing Canva for education in learning if the internet network does not support it because it must be in online. In conducting this study, the researcher first discusses the results of research related to the results of research on student writing scores and a questionnaire distributed to 48 students of class IX about the application of Canva for Education as a medium for writing Procedure text. The results of the pretest and posttest scores as well as the response questionnaire to students' perceptions are described as follows:

3.1 The students' score of Implementation Canva for Education in writing

Table 2. Students' Score in Writing

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	48	25	85	59.75	12.264
Post Test	48	65	97	80.21	6.021
Valid N (listwise)	48				

Based on the results of the descriptive statistics in students' score writing, it can be described as follows, the number of respondents in the experimental class was 48 students with a minimum pretest score of 25 and a maximum score of 85, while the minimum posttest score was 65 and the maximum value was 97. The standard deviation value of the pretest was 12.264 and the posttest was 6.021. From the calculation above, it showed that there were different results in writing procedure text between the students' mean score in pre-test and post-test. The students' mean score in post-test (80.21) was higher than students mean score in pre-test (59.75). Those showed that students' achievement was greatly increased after the treatment.

Table 3. Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing's Scores	Pre-Test	.196	48	.000	.951	48	.043
	Post Test	.171	48	.001	.921	48	.003
a. Lilliefors Significance Correction							

Based on the table above, the significance value (p-value) for the normality test using the Shapiro method, the pretest variable is 0.043 (43%) which means $p > \alpha$; 48% > 5% and the posttest variable is 0.003 (3%) which significance < 0.005 (5%). The conclusion is that Ha is accepted and H_0 is rejected, which means that the data comes from a normally distributed population. In other words, the writing method using 'Canva for Education' has an impact on improving students' writing ability or the writing class is more effective held by using 'Canva for Education' as the method.

3.2 Students' Perception of Implementation Canva for Education in Writing

Table 4. Correlations

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10
X1	Pearson Correlation	1	-.011	.363*	.428**	.322*	-.183	-.120	.251	.025	.030
	Sig. (2-tailed)		.939	.011	.002	.026	.214	.415	.085	.867	.837
	N	48	48	48	48	48	48	48	48	48	48
X2	Pearson Correlation	-.011	1	-.326*	.062	-.162	.122	.473**	.016	.318*	.008
	Sig. (2-tailed)	.939		.024	.677	.272	.408	.001	.912	.028	.957
	N	48	48	48	48	48	48	48	48	48	48
X3	Pearson Correlation	.363*	-.326*	1	.404**	.248	-.009	-.265	.138	-.076	.067
	Sig. (2-tailed)	.011	.024		.004	.089	.952	.069	.349	.607	.652
	N	48	48	48	48	48	48	48	48	48	48
X4	Pearson Correlation	.428**	.062	.404**	1	.056	-.449**	-.474**	.124	.085	.015
	Sig. (2-tailed)	.002	.677	.004		.707	.001	.001	.402	.565	.920
	N	48	48	48	48	48	48	48	48	48	48
X5	Pearson Correlation	.322*	-.162	.248	.056	1	.199	.024	-.013	.114	-.006
	Sig. (2-tailed)	.026	.272	.089	.707		.176	.871	.932	.441	.967
	N	48	48	48	48	48	48	48	48	48	48
X6	Pearson Correlation	-.183	.122	-.009	-.449**	.199	1	.318*	.029	.196	.128
	Sig. (2-tailed)	.214	.408	.952	.001	.176		.027	.843	.181	.387
	N	48	48	48	48	48	48	48	48	48	48
X7	Pearson Correlation	-.120	.473**	-.265	-.474**	.024	.318*	1	.174	.069	.084
	Sig. (2-tailed)	.415	.001	.069	.001	.871	.027		.237	.644	.569
	N	48	48	48	48	48	48	48	48	48	48
X8	Pearson Correlation	.251	.016	.138	.124	-.013	.029	.174	1	-.036	-.044
	Sig. (2-tailed)	.085	.912	.349	.402	.932	.843	.237		.809	.767
	N	48	48	48	48	48	48	48	48	48	48
X9	Pearson Correlation	.025	.318*	-.076	.085	.114	.196	.069	-.036	1	-.017
	Sig. (2-tailed)	.867	.028	.607	.565	.441	.181	.644	.809		.907
	N	48	48	48	48	48	48	48	48	48	48
X10	Pearson Correlation	.030	.008	.067	.015	-.006	.128	.084	-.044	-.017	1
	Sig. (2-tailed)	.837	.957	.652	.920	.967	.387	.569	.767	.907	
	N	48	48	48	48	48	48	48	48	48	48

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The validity of each item is indicated by the total column in Table 6. Based on the r table, the minimum Pearson Correlation value is 0.011 because it uses 48 respondents (N) with a limit of 0.05. It can be seen that all Pearson correlations values for each item are above 0.011. This is indicated by a * or ** mark in the Total column in the output table. So that, the 10 items of this questionnaire are valid.

Table 5. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.308	.390	10

And the measurement of reliability is measured by the Cronbach's Alpha (α) statistical test, with the limitation of a variable being said to be reliable if the Cronbach's Alpha value is > 0.5. The results of the Cronbach's Alpha measurement can be shown in table 7 above, where the detailed data of SPSS output results can be concluded that the variable perception of students towards the implementation of Canva for Education can be said to be reliable, because the Cronbach's Alpha value is > 0.5, i.e., p-value > 0.5 = 30.8 > 0.5. In other words, the students' perception toward implementing Canva for Education in writing class gives many impacts on improving their writing ability and they feel enthusiastic about learning by using the Canva for education application.

The last and most important statement about the implementation of Canva for education which focuses on students' perceptions in writing procedure texts, where the results show the responses from students. There are several perceptions in the implementation of Canva for education, such as (1) Canva for education is a feasible solution for language students, especially foreign languages; (2) Canva for Education helps me to attract more interest in learning, especially learning to write texts because it is our teacher's job in the current situation; (3) Canva for Education is an effective online learning because of the many image features because basically learning is more visual, more interesting; (4) Canva for Education helps us in the learning process, especially in the writing class; and (5) We found that Canva for Education can accommodate interactive learning needs because we can share ideas and our partners can complete our paragraphs.

According to the findings, the results of the reliability and validity test with SPSS version 26 showed a statistically significant increase in the improvement of student learning outcomes and student perceptions after they received treatment using Canva for education. According to the findings of a study using Canva for education published by (Maryunani, 2021) in his journal, learning, especially the use of Canva for education in language classes, has proven to be useful in obtaining a high level of significance in learning using the Canva for education application media. The successful integration of learning outcomes with skills produces product effects so that learning activities are not monotonous and are the result of processes that have been learned through personal experience. Experimenting with new product results helps facilitate the learning process. The product of student learning is the competence or result they have achieved. Furthermore, the findings of this study reveal that using the Canva for education application has a significant impact on students, even students are very enthusiastic so that students' learning experiences achieve a higher level of success in achieving their learning targets. This is in accordance with the findings of (Garris Pelangi, 2020) and (Yundayani et al., 2019), who found that learning strategies using Canva for education allow students to gain a better understanding and mastery of the subject matter being discussed, thereby helping students to personalize their learning experience.

IV. Conclusion

Based on the results of research and discussion, it can be concluded that the use of 'Canva for Education' in writing procedure text was effective due to it could improve the students' writing skills, the students were more enthusiastic in writing procedure text and all students could respond to their group work by commenting on the process in writing. Then, the result showed the reliability which was measured by SPSS 26 on the measurement of Cronbach's Alpha (α) statistical test, the value showed > 0.5. The results of the Cronbach's Alpha measurement could be argued the variable of perception of students towards the use of 'Canva for Education' can be argued to be reliable, due to the value was > 0.5 (p-value > 0.5 = 30.8 > 0.5). In other words, the students' perception toward the use of 'Canva for Education' in writing class gives many impacts on improving their writing ability and they feel enthusiastic about learning by using the Canva for education application.

Based on the conclusions above, there are several things that can be used as suggestions for improvements in the future such as the learning strategy used by the teacher must be able to attract students' interest and activity in the learning process, so that there will be interaction between students and students, teachers and students (collaborators) with learning resources which will ultimately improve students' English procedure text writing skills. Then, the application of learning media used must be paid attention to the characteristics of students and schools, so that the interaction between learning and learning materials can be related. Lastly, for other researchers, they should be able to develop this research so that it can be generalized proportionally. It is recommended to conduct similar research, but in other English skills by using other methods such as mix-method. This is based on the consideration that students' writing skills are getting better.

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