

TEACHING WRITING THROUGH CANVA APPLICATION TO ENHANCE STUDENTS' WRITING PERFORMANCE

¹Muhamad Sofian Hadi, ¹Lidiyatul Izzah, & ¹Qondila Paulia

¹English Language Education, Faculty of Science Education, Muhammadiyah University of Jakarta, Indonesia

Corresponding Author Email: qondila@gmail.com

Article Info	Abstract
Article History Received: February 2021 Revised: March 2021 Published: April 2021	<i>This study aims to investigate the effectiveness of using Canva application media to enhance students' writing skills. This research was conducted in July-August at Mts Al-Islamiyah, Ciledug. Researchers used a quantitative method which is pre-experimental research design by applying pre-test and post-test. Writing tests were employed in collecting students' achievement as instruments of this study. Researchers used one class in class IX-1 MTs Al-Islamiyah Ciledug as research samples. Determining samples of this study used the random sampling technique. To analyze the research data, researcher applied t-test. Based on the research analysis, the mean score of students' writing test on the post-test was 70.83, and the pre-test was 64.73. The results also showed that the T_{cal} value (9,585) was higher than the T_{table} (2.021), at the 5% significance level. If the result t-test was higher than t-table. It indicated that the alternative hypothesis (H_a) was accepted, and (H_0) was rejected. Based on the results of the t-test calculation, this current study can be concluded that the Canva Application is an effective media to facilitate students to improve their writing performance. For further studies, English teachers can imitate the basic theory of this study as consideration to teach writing skills.</i>
Keyword: Writing Skills; Teaching Writing; Canva Application;	
How to cite: Hadi, M.S., Izzah, L., & Paulia, Q. (2021). Teaching writing through Canva application to enhance students' writing performance. <i>JOLLT Journal of Languages and Language Teaching</i> , 9(2), 228-235, DOI: https://doi.org/10.33394/jollt.v%vi%i.3533	

INTRODUCTION

Technology-driven language learning is increasingly applied in EFL context. Different learning tools have been employed for different learning goals. For instance, teaching writing skills use various learning tools for developing different parts of writing skills. Mobile applications are also utilized to improve students' writing skills and self-efficacy (Haerazi, Utama, & Hidayatullah, 2020; Blake, 2011). Writing is a process of communication that uses a conventional graphic system to convey a message to a reader (Haerazi et al., 2020). It cannot be denied that writing is a complex skill because the students need to comprehend spellings, grammar, sentences, vocabularies, and structures as the units in writing.

According to Sufatmi and Aizan (2016), writing is one of the productive English skills that EFL students in Indonesia should master for written communication and academic writing purposes, such as; letters, essays, papers, articles, journals, project reports, theses, etc. In this study, researchers choose writing skills because all students must practice these skills. Writing is considered to have a vital role in the production of that language used for global mediation of knowledge. In expressing ideas, students often find it difficult to interpret words into structured writing. Before they do their writing into a solid sentence, they need to know or understand through understanding so that the writing can be perceived.

According to Myhill and Watson (2011), research writing was fallen into three main issues, namely cognitive, linguistic, and socio-cultural aspects. In line with the writing skills, when students write things, they must function their dimensions of cognitive, linguistic, and

cultural aspects from minds when they are writing (Haerazi et al., 2018). Bartan mentioned (2017) "writing is a teachable and learnable skill" for both native and non-native speakers. In foreign language teaching, learners are exposed to varied course books and literary texts, and other text resources that can help them build up prior knowledge and present model texts for their writing.

Writing can be seen as a process and product. As a process, writing seems an activity that involves composition activities (Price and Nelson, 2010). In some researches, researchers often refer to writing as a process. Every activity has a purpose, so does writing. Writing also has a purpose. According to Bayor (2013), writing means learning because that writing has several other purposes for students in writing, or it is also called several other functions of writing for students. Writing means pouring what the writer thinks or feels that comes across from the writer's mind in a written form (Boyle, Ramsay, & Struan, 2019). Writing needs some effort to gain a good result of a paper especially writing in a foreign language. However, it is used for interactions and transactions and provides the chances to study abroad for students. Writing skills in English are also very important activities carried out in schools and colleges. Writing is one of the language skills presented in the teaching-learning process of English. Starting from the elementary school level, the teacher assigns the task to compose until college.

Compared to the other English language skills, writing contributes as one of the most difficult skills to master because it requires broad perception and concern on intensive thinking (Xianwei, Samuel, & Asmawi, 2016; Sinaga & Feranie, 2017; Ilyas, 2018). The main issue that brought writing, especially English, hard to master in Indonesia is the background of the language itself because both languages have different cultures and grammatical structures (Haerazi et al., 2018; Sellick & Bury, 2018; Baker, 2012). In addition, the lack of appropriate knowledge, skills, and training, teacher factors can also influence EFL writing teaching. Teachers' beliefs about the writing approach determine how writing skills are taught in the classroom. If teachers believe in producing a final product with error-free writing, they will spend a lot of time teaching grammar structures or editing mistakes made by students, not in the process itself.

In the teaching and learning process, writing has an important role where the teacher's learning abilities can be evaluated because each student has a different understanding of learning (Chan, 2019). Therefore writing can help teachers know the extent to which students understand in getting conclusions. As many writing teachers have experienced, most of the main problems that made students do not start to write because they feel unconfident and unenthusiastic (Choi & Lee, 2018). There may be some reasons for them not to start to write. They have never written much in their first language or think that they do not have anything to say and cannot come up with ideas. And writing needs to combine all the techniques and abilities possessed by students both in terms of vocabulary and sentence structure; combined sentences into a paragraph, even text or essay (Zilka, Rahimi, & Cohen, 2019). To improve students writing skills in a foreign language needs special treatment to propose for students. EFL writing language learners can develop their writing skills by practicing the best teaching steps. For students, producing good writing becomes a challenging task because this skill is the most difficult skill of the four skills (Haerazi et al., 2018). Students often face difficulties in getting ideas, choosing ideas to write, outlining, drafting, revising, and editing their writing (Ruegg, 2018). These difficulties could be minimized or even solved by applying the genre-based language teaching model in the writing class.

The teacher plays an important role in guiding students during the writing process. Teachers help students in developing their strategies in the writing process. The teacher is also responsible for responding to learners' writing where language teaching is often explicit (Bonilla-Lopez et al., 2018). The teacher must be able to describe the characteristics of written text types so that students can understand the differences between types of written text (Haerazi

et al., 2020). The teacher also must be able to describe the characteristics of written text types so that students can understand the differences between types of written text. And most importantly, the teacher must notify assessors to correct students' writing. This can be a note showing where they wrote well and where they went wrong. It provides feedback on student writing.

Learning English in Junior High School, there are several obstacles that students face in writing. First, their mindset that writing is not important to them because the teacher only asks them to write the text without supporting them why they should write it (Aunurrahman, Hamied, & Emilia, 2017). The second problem is that many of the students have little or very little grammar. In writing skills, grammar plays an important role because in composing sentences and developing them into good text, students should have the ability to use correct grammar. The third problem is the limited vocabulary of students to write. Lack of vocabulary affects the quality of writing compared to other factors such as student motivation and learning preparation. Knowing vocabulary in writing is very important to help students develop texts and support their ideas.

In this case, to build student motivation in writing, researchers tried to do learning through digital posters, using an application called the Canva application. Digital posters can have a positive influence on the learning process. Some of the reasons outlined above have attracted the attention of the author to use digital posters as a medium used in the delivery of lessons. The use of digital posters through canvas applications as a media in teaching writing in English subjects is expected to be able to attract the attention of students because there are many choices of poster models with attractive and contemporary models and colors, and have a special appeal in the form of varied images that make it easier for students to understand vocabulary.

Using learning media such as this digital poster is expected to create interest and creativity, and motivation of students in learning writing skills so that students can benefit the maximum both from the process and the learning outcomes. Therefore, based on the description above, the researcher wants to know the effectiveness of using the Canva application media on students' writing skills in creating ideas that are poured into posters that can be used as digital information.

RESEARCH METHOD

Research Design

The method used in this study is a quantitative method which is an experimental research design. The kind of the experimental design is categorized as pre-experimental research design (Creswell & Creswell, 2018). In this study, researchers examine the Canva application in one group. Therefore, this study is aimed at investigating the effectiveness of using Canva application to enhance students' writing skills. The current study also specifies the results of students' pre-test score and post-test scores. The comparison of these was examined using t-test to know the significant difference among the two scores. This research was conducted online. The population in this study all of class 9 grade of MTs Al-Islamiyah Ciledug were consist 219 students with into 5 classes. In this reasearch, the researcher was randomly choose one class only as the sample of this research., that is IX-1 grade in MTS Al-Islamiyah Ciledug it consist of 41 students. There is 28 female and 13 male in this class.

Instruments

The instrument of this research used writing tests distributed in the pre-test and post test sessions. The test was focused on generating narrative texts. Students are asked to write the generic structures of narrative such as introductory paragraph, body of the narrative texts, and conclusion paragraph. At the end of this process, students are requested to write a complete narrative text. The final products are reviewed by two peer reviewers. The reviewers assess the students' writing product in terms of organization, content, language use, vocabulary, grammar,

and mechanics. It is in line with Du and List (2020) who argue the writing performance is assessed on content, language use, vocabulary, and grammar. The students' final writing scores from the two reviewers are computed statistically. Thus, the data are analyzed quantitatively.

Data Analysis

In this present study, researchers analyze the data of pre-test and post-test scores using t-test, which is called Paired Sample t-test. It aims to find the significant differences between students' writing achievement in the pre-test and the post-test. Before this process, the data were declared as normal data because the sig. value was higher than the sig. level 0.05. to find out this normality, researchers applied Kolmogorov-Smirnov formula (Cohen, Manion, & Morrison, 2018). In addition, this current study also computed the homogenous data using Levene test. Results of this showed that the data were homogenous because the sig. value was greater than the significant level. It means that the students' writing achievement was normal and homogenous data, and then was computed statistically to attain the interpretation of this study.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This study aimed to investigate the effectiveness of using Canvas application to enhance students' writing performance. Canvas application was considered as good applications to practice writing. The discovery and interpretation of data are presented. The data analyzed in the present study is based on the result of writing tests. The data were collected from students' writing achievement based on results of the pre-test and post-test sessions. In the first meeting, students were given the pre-test for measured their narrative writing skill. Then, the researcher given the treatment with the media using Canva Application, in here students were given a tutorial on how to use Canva and the benefits of using Canva. Then the students practice their writing skills with canva, by their own handphone. At the last meeting, the researcher gave the post-test. The results of the two tests were used as a reference for the author to analyze the students' improvement in writing skills.

Table 1
Percentage of Students' Pre-test Writing Skills

Students Writing Skilss Level	Total Number of Students	Total Number of Students in Percentage
Excellent	0	0%
Good	0	0%
Enough	28	68.29%
Poor	13	31.71%
Very Poor	0	0%
TOTAL	41	100%

The data of students' writing achievement are interpreted in the form of percentage. The categories applied are excellent, good, enough, poor, and very poor. The percentage of scores was done because the teaching writing was done in online learning and the evaluation was conducted in online as well. From the table above, it can be secribed that in the Experimental class, 28 students were enough (68,29%), 13 students were poor (31,71%). There were no students got excellent, good, and very poor (0%). Meanwhile, the percentage of students' writing performance can be presented in Table 2. The students' writing performance in the pre-test and post-test seemed different representation. Post-test was done after carrying out specific treatment for students to write narrative texts with various exercises.

Table 2
Percentage of Students' Post-Test Writing Skills

Students Writing Skills Level	Total Number of Students	Total Number of Students in Percentage
Excellent	0	0%
Good	21	51,22%
Enough	10	24,39%
Poor	10	24,39%
Very Poor	0	0%
TOTAL	41	100%

The percentage of students' writing performance in the post-test showed that the implementation of Canvas application was significant in enhancing students' writing performance of narrative texts. From 41 students, most students indicated they are able to complete narrative texts using Canvas application. The results can be proved in accordance with Table 2 showing that 21 students were good (51,22%), 9 students were enough (21,95%), 11 students were poor (26,83%). There were no students got excellent and very poor (0%). The findings presented that Canvas application was effective learning media to facilitate students to write narrative texts. The comparison of students' writing performance in the pre-test and post-test can be presented in Figure 1.

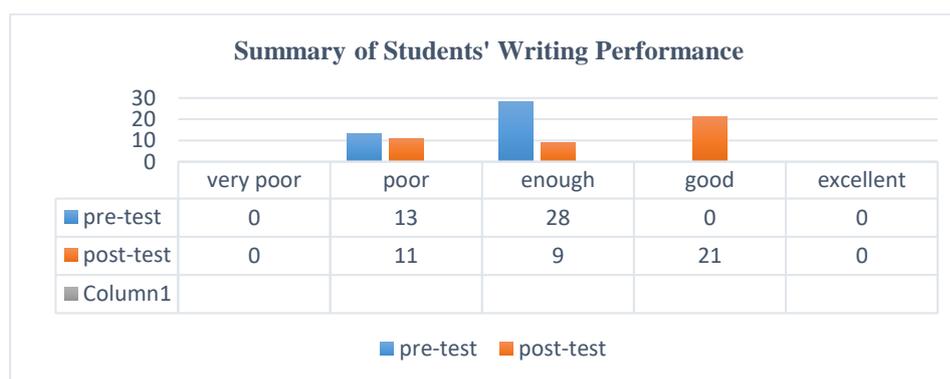


Figure 1. Diagram Pre-test and Post-test

Based on the results of the students' pre-test and post-test above, the researcher analyzed the results to determine the students' writing skills in narrative text using the Canva Application. Experimental class students who were treated using the Canva Application were enthusiastic about participating in the lesson. There is a difference between the results obtained by students in the pre-test and post-test. In the pre-test there were no students who got good scores while in the post-test there were 21 students who got good scores. The Canva Application is an application that was recently released among the public that provides various digital templates for writing such as creating advertisements, curriculum vitae, short information and so on. Researchers try to apply it to learning, especially writing skills at the Junior High School level. And they also have the motivation to practice writing skills on the canva app. In short, this media is expected to solve problems and make positive changes in the teaching and learning process.

Discussion

This study was oriented to examine the efficacy of Canva applications to enhance students' writing performance for junior high school students. It was carried out in pre-experimental research design. There were 41 students involved in writing classes. The meeting was conducted in online learning. In this study, Canva is integrated to promote learning

activities in writing exercises. Teachers utilized some features provided in creating learning media to practice writing. It is in line with Smaldino et al. (2015) who argue that Canva can be designed for various learning activities to achieve learning goals. For instance, the feature of abstract part, students are asked to visualize their narrative introductory using concrete abstract ideas. Students write their introductory paragraph in Canva part (abstract) in the form of concrete sitemaps. At the same time, teachers give them a guideline of narrative generic structures. It aims to make students stay focus on completing narrative paragraphs.

The use of Canva application make easier for teachers to design learning media focusing on writing correction or grammatical checkers. For instance, when teachers asked students to practice to write introductory paragraphs of narrative texts, students are easy to create some drafts indicating issues or themes becoming topic sentences. They create sentences in the form of pictures or posters using to compile their ideas in online. It is in line with Anwar (2021) who investigates that Canva application can be used for creating many things for learning goals. It is proven by Al-khoeri et al. (2021) inform that Canva is a graphic design application that facilitate students to easily design various types of creative ELT materials online. The use of Canva in this study also is applied in the form of creating infographic containing blog contents. Given blog also can be used as media to facilitate students to practice writing (Bener & Yildiz, 2019; Rister & Bourdeau, 2021). In this situation, students are requested to write some issues in the from of argumentative sentences. Later on, this infographic is formed in Canva application. Students then present their design in visual representation. Therefor, the use of Canva is helpful to facilitate students to practice writing.

Teachers who have interest using Canva should have good knowledge of digital literacy because in the teaching of writing skills they must be creative to design their writing materials for students. Writing narrative structures from introductory paragraphs to conclusion paragraphs must be done as much as possible. It is in line with Khezrlou (2020) who adds that in completing narrative texts students must acquire adequate knowledge of topics going to write and enough vocabulary acquisition to write. In the form of a drag-and-drop format, students create images containing vocabulary that they need to be used later on in composing narrative paragraphs. Based on the implementation, students feel easy to remember difficult English words because they can see the images made.

Based on the calculation above, the result is $9,585 > 2,021$. The result of the data analysis showed that by using the t-test formula the result of t_{cal} is 9,585 higher than t_{table} 2,021. If the result of $t_{calculation}$ is higher than t_{table} the alternate hyphotesis (H_a) is accepted and null hypothesis (H_0) is rejected. Based on the result of t-test calculation above, the value of T_{cal} 9,585 is higher than t_{table} 2,021. It means that there is significance different in students post-test toward pre-test score. Then, it can be concluded that using canva in teaching writing is effective.

CONCLULUSION

Findings from the current study revealed that student writing improved significantly using the canva app. The results showed that students in the experimental class experienced an acceptable improvement and they were able to write better on the post-test. This higher score could be attributed to presenting the application canva which significantly improved student performance in writing. Apart from increasing students' motivation in writing, the results show that Canva App is not only useful but it can also save time. Thus, it can be concluded that the application of the Canva Application is effectively used as a medium for the writing skill learning process.

REFERENCES

- Al Khoeri, A. F., Nuraini, W., Ramdani, R., & Agum, S. (2021). The implementation of Canvas to enhance english teaching and learning. *Connects Proceedings*.
- Al-Rawahi, N. M. & Al-Balushi, S. M. (2015). The Effect of Reflective Science Journal Writing on Students' Self-Regulated Learning Strategies. *International Journal of Environmental & Science Education*. 10(3).
- Anwar, K. (2021). The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand. *Journal of English Teaching, Literature, and Applied Linguistics*, 5(1), 62-69. <http://dx.doi.org/10.30587/jetlal.v5i1.2253>
- Aunurrahman, A., Hamied, F. A., & Emilia, E. (2017). A Joint Construction Practice in an Academic Writing Course in an Indonesian University Context. *Celt: A Journal of Culture, English Language Teaching & Literature*, 17(1), 27. <https://doi.org/10.24167/celt.v17i1.1137>
- Baker, W. (2012). From cultural awareness to intercultural awareness: Culture in ELT. *ELT Journal*, 66(1), 62–70. <https://doi.org/10.1093/elt/ccr017>
- Bener, E., & Yildiz, S. (2019). The Use of Blog Activities to Promote Reflection in an ELT Practicum. *Australian Journal of Teacher Education*, 44(8), 38-56.
- Blake, R. J. (2011). Current trends in online language learning. *Annual Review of Applied Linguistics*, 31, 19–35. <https://doi.org/10.1017/S026719051100002X>
- Boyle, J., Ramsay, S., & Struan, A. (2019). The Academic Writing Skills Programme : A model for technology-enhanced , blended delivery of an academic writing programme The Academic Writing Skills Programme : A model for technology-. *Journal of University Teaching and Learning Practice*, 16(4).
- Bonilla López, M., Van Steendam, E., Speelman, D., & Buyse, K. (2018). The Differential Effects of Comprehensive Feedback Forms in the Second Language Writing Class. *Language Learning*, 68(3), 813–850. <https://doi.org/10.1111/lang.12295>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education (8th Edition)*. New York: Routledge.
- Chan, J. Y. H. (2019). The choice of English pronunciation goals: different views, experiences and concerns of students, teachers and professionals. *Asian Englishes*, 21(3), 264–284. <https://doi.org/10.1080/13488678.2018.1482436>
- Choi, E., & Lee, J. (2018). EFL teachers' self-efficacy and teaching practices. *ELT Journal*, 72(2), 175–186. <https://doi.org/10.1093/elt/ccx046>
- Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Fifth Edition). In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9). Los Angeles: Sage Publication. <https://doi.org/https://lccn.loc.gov/2017044644>
- Du, H., & List, A. (2020). Researching and writing based on multiple texts. *Learning and Instruction*, 66(July 2018), 101297. <https://doi.org/10.1016/j.learninstruc.2019.101297>
- Haerazi, H., Irawan, L. A., Suadiyatno, T., & Hidayatullah, H. (2020). Triggering Preservice Teachers ' Writing Skills through Genre-Based Instructional Model Viewed from Creativity. *International Journal of Evaluation and Research in Education*, 9(1), 234–244. <https://doi.org/10.11591/ijere.v9i1.203945>
- Haerazi, H., Utama, I. M. P., & Hidayatullah, H. (2020). Mobile Applications to Improve English Writing Skills Viewed from Critical Thinking Ability for Pre-Service Teachers. *International Journal of Interactive Mobile Technologies (IJIM)*, 14(07), 58. <https://doi.org/10.3991/ijim.v14i07.11900>

- Haerazi, Irwansyah, D., Juanda, & Azis, Y. A. (2018). Incorporating intercultural competences in developing English materials for writing classes. *Journal of Language Teaching and Research*, 9(3), 540–547. <https://doi.org/http://dx.doi.org/10.17507/jltr.0903.13>
- Ilyas, H. P. (2018). The Quest for Critical Thinking Framework in ELT. *Celt: A Journal of Culture, English Language Teaching & Literature*, 18(2), 304. <https://doi.org/10.24167/celt.v18i2.685>
- Javed, Muhammad., et al. (2013). A study os Students' Assessment in Writing Skills of the English Language. *Internasional Journal of Instruction*. 4(2).
- Khezrlou, S. (2020). Training planning in second language narrative writing. *ELT Journal*, 74(1), 49–62. <https://doi.org/10.1093/elt/ccz050>
- Ma'azi, Halaleh & Janfeshan, K. I. (2018). The Effect of Edmodo Social Learning Network on Iranian EFL Learners Writing Skill. *Corgent Education*. 5(1).
- Rister, A., & Bourdeau, D. T. (2021). Collaborative Writing and Presenting: A course template for teaching students how to collaborate on communication projects across all classroom modalities. *Communication Teacher*, 1-7. <https://doi.org/10.1080/17404622.2021.1889011>
- Ruegg, R. (2018). The effect of peer and teacher feedback on changes in EFL students' writing self-efficacy. *Language Learning Journal*, 46(2), 87–102. <https://doi.org/10.1080/09571736.2014.958190>
- Sellick, A., & Bury, J. (2018). Cultural differences in attitudes towards foreign language study. *Journal of Asia TEFL*, 15(4), i–iii. <https://doi.org/http://dx.doi.org/10.18823/asiatefl.2018.15.4.21.1165>
- Sinaga, P., & Feranie, S. (2017). Enhancing critical thinking skills and writing skills through the variation in non-traditional writing task. *International Journal of Instruction*, 10(2), 69–84. <https://doi.org/10.12973/iji.2017.1025a>
- Smaldino, S. E. (2015). *Instructional technology and media for learning*. New York: Pearson
- Thomas, J.S. et al. (2017). Mobile-Assisted Narrative Writing for Young Learners from a Funds of Knowledge Approach. *Language Learning & Technology*. 21(1).
- Veerappan, V. A. L. (2011). The Effect of Scaffolding Technique in Journal Writing among the Second Language Learners. *Journal of Language Teaching and Research*. 2(4).
- Xianwei, G., Samuel, M., & Asmawi, A. (2016). A Model Of Critical Peer Feedback To Facilitate Business English Writing Using Qzone Weblogs Among Chinese Undergraduates. *The Malaysian Online Journal and Educational Technology*, 4(4), 1–17. <https://doi.org/https://doi.org/10.17220/mojet>
- Waschle, Kristin. Et al. (2015). Effect on Comprehension, Interest and Critical Reflection. *Journal of Writing Research*. 5(2).
- Wichadee, S., & Pattanapichet, F. (2018). Enhancement of performance and motivation through application of digital games in an english language class. *Teaching English with Technology*, 18(1), 77–92.
- Wojtalewicz, Brock. et al. (2016) Lexical Standards for Expository Writing at Grade 3: The Transition from Early Literacy to Academic Literacy. *Language and Literacy Journal*. 18(3).
- Yacoob, A. & Suriyanti, S. (2016). Exploring Teacher Strategies in Teaching Descriptive Writing in Indonesia. *Malayasian Journal of Learning and Instruction*. 13(2).
- Yamac, Ahmet. & Mustafa, Ulusoy. (2016). The Effect of Digital Storytelling in Improving the Third Graders' Writing Skills. *International Electronic Journal of Elementary Education*. 9(1).
- Zilka, G. C., Rahimi, I. D., & Cohen, R. (2019). Sense of Challenge, Threat, Self-Efficacy, and Motivation of Students Learning in Virtual and Blended Courses. *American Journal of Distance Education*, 33(1), 2–15. <https://doi.org/10.1080/08923647.2019.1554990>