



## Utilizing Canva Application to Teach Writing at SMAN 2 Kediri

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### ABSTRACT

English teachers must update their teaching strategies because their students live in the VUCA (Volatility, Uncertainty, Complexity and Ambiguity) era. Learning should be adapted to students belonging to Generation Z because Generation Z is very close to technology. So, teachers can use teaching media that are appropriate and familiar to students, such as the Canva application. This research aims to determine whether the Canva application effectively teaches writing in Class XI-2 at SMAN 2 Kediri. This research used a pre-experimental quantitative research method, a one-shot case study with a sample of 36 students, which was carried out when the researcher carried out internship 2. Data collection was carried out through essay tests, and there are 5 aspects to give score; namely content, organization, grammar, vocabulary and creativity. The results shows that the average student score is 88.16. With the lowest average score on grammar 17.25 and the highest on creativity 18. Knowing the results of the average score, it can be concluded that Canva application is effective media for teaching writing.

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**Keywords:** Vuca Era, Teaching Writing, Canva Application

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### ABSTRAK

Guru bahasa Inggris harus memperbaiki strategi pengajarannya karena siswanya hidup di era VUCA (Volatility, Uncertainty, Complexity, dan Ambiguity). Pembelajaran hendaknya disesuaikan dengan siswa yang termasuk generasi Z karena mereka tidak bisa dipisahkan dari teknologi. Jadi, guru bisa menggunakan media pembelajaran yang sesuai dan familiar bagi siswa, seperti aplikasi Canva. Penelitian ini bertujuan untuk mengetahui apakah aplikasi Canva efektif untuk mengajar keterampilan menulis di Kelas XI-2 SMAN 2 Kediri. Penelitian ini menggunakan metode penelitian kuantitatif pre-eksperimental, *one-shot case study* dengan sampel sebanyak 36 mahasiswa yang dilakukan pada saat peneliti melaksanakan Magang 2. Pengumpulan data dilakukan melalui tes essay dan terdapat 5 aspek untuk penilaian yaitu isi, organisasi, tata bahasa, kosa kata dan kreativitas. Hasil penelitian menunjukkan bahwa rata-rata nilai siswa adalah 88,16. Dengan rata-rata skor terendah pada grammar 17,25 dan tertinggi pada kreativitas 18. Dilihat dari hasil rata-rata skor tersebut, maka dapat disimpulkan aplikasi Canva efektif untuk media pembelajaran keterampilan menulis.

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**Kata Kunci:** Era VUCA, Mengajar Menulis, Aplikasi Canva

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## INTRODUCTION

As time goes by, technological advances have accompanied human life throughout the world in carrying out their activities. The development of science and technology was so rapid in the era of Industrial Revolution 4.0, and now we have entered the era of Society 5.0. Society 5.0 is a society that makes it easier to face problems by utilizing developments born from the Industrial Revolution 4.0 era such as the Internet of Things (internet for everything), AI (artificial intelligence), Big Data (large amounts of data), and robots to improve quality life. humans (Ardinata et al., 2022; Indarta et al., 2022). It can also be interpreted as competition in various sectors that interact directly with society's needs because currently society is required to live side by side with technology, as well as master and utilize technology.

The influence of Society 5.0 causes modern progress to be not only very fast, but also very sharp. The term VUCA (volatility, uncertainty, complexity and ambiguity) is a term first popularized by the US Army War College to describe a world situation that is increasingly vulnerable, uncertain, complex and confusing due to post-Cold War multilateralism (Bennett & Lemoine, 2014). Initially, this phenomenon occurred in the realm of business and information technology, and this was also seen in the world of education. As has been reviewed by many experts in the field, the global education world is currently facing what is called a technology gap between digital immigrants (old teachers who study technology) and digital natives (students who enjoy and use technology), where the majority of teachers today are still relatively unfamiliar in dealing with students who master technology. However, in reality, teachers must be willing and able to change this mindset because change will occur. Teachers and prospective teachers must be open to changing times because teachers are truly lifelong learners (Pultoo & Oojorah, 2020). Teachers are role models and agents of life change.

The rapid development of technology forces the world of education to be able to adapt to the increasing digitalization of the education system, which ultimately resulted in the Ministry of Education and Culture changing the education curriculum in Indonesia into an "Independent Curriculum" with independent learning. policies that are expected to be able to make the world of education cheerful by the concept of Society 5.0 (Marisa, 2021; Rahayu, 2021). In the world of education, of course, there are students whose current students are Generation Z children who are very close to technology.

Generation Z is a generation whose growth and development interact a lot with technology and the internet. This generation was born between 1995 and 2012. For them, technology and the internet are the most important elements in life (Hastini et al., 2020). Therefore, Generation Z is very dependent on technology in everyday life. Likewise, with the use of smartphones, Generation Z is the generation that dominates internet use such



as the current use of Google and social media such as WhatsApp, Twitter, Facebook, Instagram, TikTok and so on, making it easier for them to find or solve problems. problem only via the internet (Susanti & Safitri, 2021).

Learning English in high school according to the Independent Curriculum focuses on strengthening spoken and written language with the target of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and is equivalent to level B1. The competency that must be mastered is that students use spoken, written and visual texts in English to communicate according to the situation, purpose and audience/reader. Six skills must be learned, namely listening, speaking, reading, viewing, writing and presenting in an integrated manner, in various types of texts (Kementerian Pendidikan, 2022). Writing is one of the four English language skills that students must have to meet their English learning achievements, by the provisions of the Ministry of Education and Culture. Apart from that, students must also be able to develop written language. Written language is a form of indirect communication between writers and readers (Febriyanto, 2015).

For this reason, learning must be designed well and appropriately. Good and appropriate learning is learning that can adapt to the environment and is suitable for the students being taught, namely Generation Z. Educating Generation Z children will be difficult if educators still use the old method, namely lectures, there needs to be innovation in learning methods such as in the use of learning media. so that children better understand the learning that is being conveyed. Learning must also take advantage of technology which is increasingly rapid nowadays.

However, during the internship at SMAN 2 Kediri in October 2023, the researcher found many obstacles in learning English, especially writing. In learning to write, several obstacles were found, such as students not focusing on studying, having fun playing mobile games, students being busy themselves, students being sad, and students not being active in learning, which also had an impact on student learning outcomes. Furthermore, one of the technological media used by teachers is PowerPoint. The teacher must be able to add several other technologies such as animated videos, use of the Canva application, YouTube and so on. Canva application can be chosen as a media to teach writing to the students. To overcome this problem, teachers can use the Canva application because the application can be accessed easily, is free, and provides many features. By using appropriate learning methods such as project-based learning, problem-based learning, inquiry-based learning, and discovery-based learning.

Several previous studies support this research that the use of project-based learning with Canva can increase student learning activities in the teaching and learning process (Niladatika et al., 2023). Students can learn to



write efficiently and enjoy it without any burden. This can be done because through fun learning, sharing knowledge and information can be understood and maintained well (Hasanah, 2022). After planning, editing the text via the Canva application, and uploading the text to Instagram, students' creativity was felt to increase. Students find project-based learning challenging, motivating, and engaging, helping them develop creativity, enhancing critical thinking, and enabling them to address real problems in meaningful contexts (Ilham, 2022).

For this reason, in this study the researcher carried out research entitled "Utilizing the Canva Application to Teach Writing at SMAN 2 Kediri". She wanted to find out whether Canva application was effective media to teach writing skill. so the researcher

## METHOD

In this research, the researcher used pre-experimental research methods with a one-shot case study design. The experimental research method is an experimental method for studying the influence of certain variables on other variables, through trials under special conditions that are deliberately created (Fathoni, 2006). Experimental research methods are intended to investigate possible cause-and-effect relationships by exposing one or more experimental groups and one or more experimental conditions. In this design, there is a group that is given treatment, and then the results are observed (treatment being the independent variable, and the results are as a dependent variable) (Sugiyono, 2019). The pre-experimental design method is part of the experimental method but has not carried out serious experiments because there are still external variables that influence the formation of the dependent variable. Sugiyono groups three types of research designs that are commonly used in pre-experimental design methods, namely one-shot case study, one-group pretest-post-test design, and intact-group comparison (Sugiyono, 2019).

The researcher used a one-shot case study design because in this study there was no control class and considering the limited time when carrying out research during internship 2 (PLP 2). One-shot case Study model experimental research can be described as follows. This research was conducted to find out how Canva Application was effective media for teaching writing. This research was carried out at SMAN 2 Kediri on 36 students in class XI-2 during PLP.

The research stage begins with designing an assessment of the results of creating descriptive text using Canva application. The following is a picture of the research design.



X	O
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Note:

X = Treatment used Canva application (Independent Variable)

O = Test after used Canva application (Dependent Variable)

The researcher used tests to collect data. The test referred to in this research uses essays, namely creating descriptive text. Then the data was analyzed descriptively using the following formula:

$$Me = \frac{\sum xi}{n}$$

## RESULT AND DISCUSSION RESULT

This research aims to determine whether Canva application is effective media for teaching writing as measured by the writing ability of class XI-2 students at SMAN 2 Kediri. The data collected is the result of several aspects contained in the writing assessment rubric. These aspects are content, organization, grammar, vocabulary, and creativity which are used to obtain student grades. Student assessment scores are in the following chart.

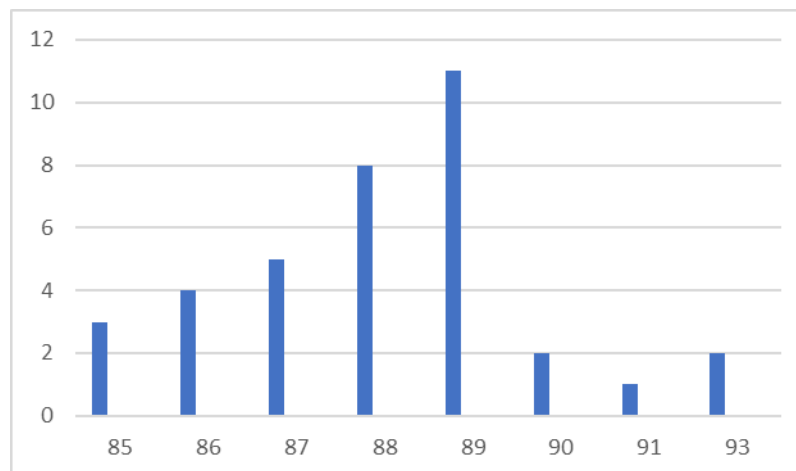


Chart 1. Student's Final Score from Each Aspect of the Assessment

From the chart above, 3 students got a score of 85, 4 students got a score of 86, 5 students got a score of 87, 8 students got a score of 88, 11 students got a score of 89, 2 students got a score of 90, 1 student got a score of 91, and 2 students got a score of 93. From this score, the average was calculated as 88.16.

The average writing score for class XI-2 students at SMAN 2 Kediri after using Canva application was 88.16. This value is included in the "Very Good" category. Where in the very good category the value range is between 81-100.

The calculation above shows that the students can achieve excellent writing scores by using Canva application. Therefore, it can be concluded that the use



of Canva application can be said to be "effective" as teaching media for teaching writing.

**Table 1. Range of Effectiveness Values**

No	Name	Score
1	Very effective	81-100
2	Effective	60-80
3	Effective enough	41-60
4	Less effective	21-40
5	Ineffective	0-20

In each aspect get a good average score with a total score for each aspect of 20. From the "content" aspect, the average is 17.94, the "organization" aspect has an average of 17.61, the "grammar" aspect has an average of 17.25, the average "vocabulary" aspect is 17.36 and the average "creativity" aspect is 18. From the average results for each aspect, the grammar aspect gets the lowest average value compared to other aspects. Of course, the grammatical aspect is the most important in writing. For this reason, there needs to be improvement in this aspect.

**DISCUSSION**

After analysing the collected data, the researcher found that Canva application was effective media for teaching writing as proven by the average student score of 88.16 and a perfect average score in every aspect. However, one aspect needs to be paid attention to, namely the grammar aspect which received the lowest average score, 17.25 compared to other elements which received higher scores, because grammar is an important aspect of writing. Overall, Canva application is effective as a medium for teaching writing.

It can be concluded that using Canva application can help students write descriptive text easily. In the past, Canva application was just an ordinary graphic design application, but increasingly Canva application provides interesting language-related features. For example, the Canva application has features that can organize writing like in Microsoft Word, offer word choices, provide formal grammar, correct spelling, etc. In conclusion, Canva application is a technology application that is continuously updated so that it can be adapted as a learning medium for teaching writing to Generation Z with information that is suitable for Gen-Z students.

Several studies were in line with this research. Firstly, (Rezkyana & Agustini, 2022) stated that the Canva application also helps students improve their critical thinking and creativity. Through Canva media, students experience improvements in writing. Furthermore (Faqih et al., 2023) explained that learning using Canva application can increase students' motivation in writing and can also save time, efficiently and enjoy it without any burden. This can be done because through fun learning, sharing knowledge and information can be understood and maintained well (Hasanah, 2022).



In the writing process, what students need is feedback. The goal is for students to understand errors in their writing so that students can show correct and maximum results. This is in line with research conducted by (Mariana & Nurhajati, 2017) that students need corrective feedback on spelling, vocabulary, typing, ideas, etc. by using the oral corrective feedback method. So, after the students have finished working, the teacher provides feedback to the students, so that the students' work results are maximized.

From the findings of those studies show that Canva application has proven effective as a writing learning medium. However, of course, there is something that differentiates this research from previous research, namely the type of text used, in this research the researcher used descriptive text, whereas in previous research no one had researched using descriptive text. Therefore, Canva application has proven to be effective media for training students' writing skills because it has features that support written work.

## CONCLUSION AND SUGGESTION

Learning media is an important tool in the teaching and learning process. Using appropriate learning media will influence the learning outcomes as in this research. The researcher found that using Canva application as a learning medium showed very effective results for teaching writing in class XI-2 of SMAN 2 Kediri. This finding is proven by the average student score of 88.16 obtained from the students' post-test scores in the form of essays. The researcher also found the highest and lowest average scores for each assessment aspect, the highest being the creativity aspect, namely 18 and the lowest being the grammar aspect, namely 17.25.

In conclusion, Canva application is very effective as a learning medium for teaching writing. However, there is something that needs to be improved, namely the grammar aspect. However, grammar is an important element in writing.

In line with the results of this research which shows the lowest average value is the grammar aspect, the researcher suggests that English teachers should provide special time to teach grammar to the students. The purpose is that they have a good understanding of English grammar so that they can make good sentences and finally create a grammatically correct text. For the English students must have a passion for learning, especially prospective English teachers or students learning English so they can explore increasingly sophisticated learning media that can be used as a writing learning medium. This research is also useful for other researchers who will conduct research that is in line with this research, and can look for other learning media that are sophisticated and suit the character of their students. The researcher hopes that this research can be a reference for other researchers when conducting similar research and the researcher hopes that future researchers can follow up on the limitations of this research.



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