"Deep Learning berbasis Kearifan Lokal:
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THE EFFECT OF CANVA APPLICATION TO THE EIGHTH GRADE STUDENTS' WRITING AT SMPN 2 TAROKAN

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ABSTRACT
Writing is an essential skill in English learning, yet many junior high school students face challenges such as low motivation, limited vocabulary, and difficulty organizing ideas. To overcome these issues, digital tools like Canva can be integrated into the learning process. This study aims to examine the effect of Canva application on students' writing , specifically in composing procedure texts. The research was conducted at SMPN 2 Tarokan using a quantitative approach with a one-group pre-test and post-test design involving 30 eighth-grade students. Data were collected through writing tests and analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test. The results showed a significant improvement in students' writing performance, with the mean score increasing from 82.75 in the pre-test to 97.25 in the post-test. The significance value of 0.000 indicated a strong positive effect. In conclusion, the use of Canva enhanced students' writing by making the learning process more engaging, visual, and effective in organizing ideas and presenting content clearly.

Keywords: Writing, Canva Application, Junior High School.

INTRODUCTION

Writing is one of the basic skills in English language learning that students must master, especially at the junior high school level. Harmer (2004) notes that writing is a creative process that involves generating ideas and shaping them into a coherent written structure adapted to the needs of the reader and the goals of the writer. Besides being a way to communicate, writing is also crucial for organizing and developing ideas. In the process of writing, writers think deeply about our subject and refine our thoughts. However, in reality, many students experience difficulties in writing due to limited vocabulary, poor grammar skills, low motivation to learn, and a lack of interesting learning media. At SMPN 2 Tarokan, initial observations show that students' writing especially in are still uneven. Students tend to be passive, struggle to develop ideas, and show little interest in conventional writing activities.

With the advancement of technology, the use of digital media has emerged as an innovative alternative in the learning process. One promising tool is the Canva app. Canva is a user-friendly graphic design application that offers various visually appealing features, such as templates, images, icons, and other graphic elements. Canva is a web-based design tool that offers a wide range of features to facilitate the creation of engaging and easy-to-use visual content. Additionally, Canva features a collection of appealing fonts and

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icons that can be directly applied to design projects (Febrita et al., 2022). By utilizing Canva, students can write and visualize their ideas creatively, making the writing process more enjoyable and interactive.

According to Siswanjaya (2021), using Canva in writing activities allows students to incorporate visual elements such as colors, photos, fonts, and graphics into their work. Canva provides the tools students need to construct and develop their writing concepts in a more engaging way. As a result, students can improve their writing skills by utilizing Canva as a technological media that supports both content and creativity. Moreover, the use of Canva introduces students to the integration of technology in language learning, making the writing process more enjoyable and interactive.

To support this, the researcher introduces Canva to enhance students' writing in procedure texts, which require clarity, sequence, and structure. With Canva, students can design their procedure texts using visual elements that reflect their thoughts and ideas. This freedom allows them to express what they have visualized in their minds and present it in a way that is attractive and reader-friendly. The use of Canva in writing instruction also aligns with 21st-century education goals emphasizing digital literacy and creativity. Therefore, this study was conducted to investigate the effect of using the Canva application on writing of eighth-grade students at SMPN 2 Tarokan, particularly in composing procedural texts.

METHODS

This research employed a quantitative approach as it aimed to measure the effect of using the Canva application on students' writing. The quantitative method allowed the researcher to test hypotheses statistically by collecting and analyzing numerical data. The research design used was one-group pre-test and post-test model, where students were given an initial writing test (pre-test), followed by a treatment, and then a final test (post-test) to observe any improvement after the treatment.

The research was conducted at SMPN 2 Tarokan, located in Kediri, East Java, during the second semester of the 2024–2025 academic year. The study took place from November 2024 to May 2025. The sample consisted of 30 eighth-grade students from class VIII-C, including 19 male and 11 female students. This class was selected based on initial observations which indicated that students' writing abilities were inconsistent and required improvement.

Data collection was carried out in three stages. There are pre-test, treatment, and post-test. In the pre-test stage, students were asked to write a procedure text without the use of Canva to assess their initial writing. During the treatment, students received instruction on procedure texts and were introduced to Canva, where they practiced using its features to enhance their writing. After the treatment phase, the students completed a post-test by creating a procedure text using Canva.

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The research instrument used was a writing test consisting of three parts, there are vocabulary understanding, sentence structure, and composing a complete procedure text. The students' work was evaluated using a scoring rubric that covered content, organization, language use, and mechanics such as spelling, and punctuation. According to Brown (2004), writing assessment should consider micro-skills (such as grammar and vocabulary) and macro-skills (such as coherence and rhetorical conventions).

The data collected from both tests were analyzed using SPSS version 23. The analysis included descriptive statistics to identify the mean and standard deviation, a normality test using Shapiro-Wilk, and because the post-test data was not normally distributed, a Wilcoxon Signed-Rank Test was applied to determine whether the difference between the pre-test and post-test scores was statistically significant.

RESULTS AND DISCUSSION

The data obtained in this research were taken from the results of the pre-test and post-test conducted on 30 students of class VIII-C at SMPN 2 Tarokan. The pre-test was administered to assess the students' initial writing ability before the Canva application was introduced as a media. The post-test was given after two sessions of treatment using Canva in writing procedure texts. Both tests measured students' writing performance based on four aspects, there are content, organization, language use, and mechanics.

To determine the effective of Canva as a teaching media in improving students' writing, this research collected quantitative data through a pre-test and post-test administered to the same group of students. The data obtained were then analyzed statistically using SPSS version 23. The analysis started with descriptive statistics to present a general picture of the students' pre-test and post-test scores. It involved calculating the mean, highest score, lowest score, and standard deviation to show the data's central tendency and spread (Ary et al., 2010).

Descriptive statistics were used to describe the general trend of students' scores before and after the treatment, including the mean, minimum, maximum, and standard deviation values. In addition, to test the distribution of the data, a normality test using the Shapiro-Wilk method was conducted. Since the post-test data were not normally distributed, a non-parametric test, namely the Wilcoxon Signed-Rank Test, was applied to assess whether there was a significant difference between the pre-test and post-test results. This combination of descriptive and inferential statistical analysis provided a comprehensive understanding of the changes in students' writing performance after the implementation of Canva.

Table 1. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation

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Prettest	30	70	95	82.750	5.7367
Posttest	30	90	100	97.250	2.7347
Valid N (listwise)	30				

The descriptive statistical analysis using SPSS version 23 showed that the mean score of the pre-test was 82.75, with the lowest score being 70.0 and the highest score being 95.0. The standard deviation was 5.7367, indicating some variability in students' writing abilities before the treatment. In contrast, the post-test mean score increased significantly to 97.25, with scores ranging from 90.0 to 100.0. The standard deviation decreased to 2.7347, showing a more consistent performance among students after using Canva. To know the significance of the pre-test and post-test result clearer, the following diagram is presented.
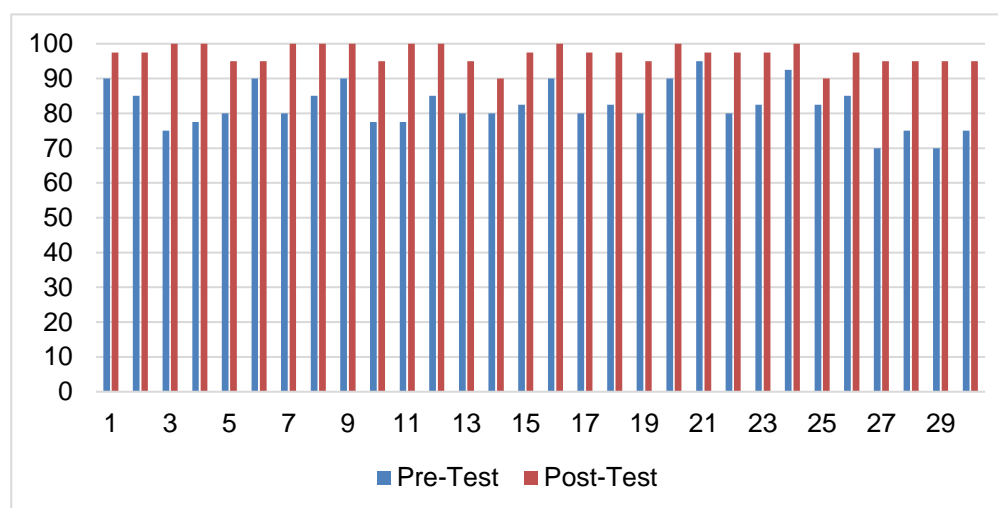

Diagram 1. Comparison of Pre-Test and Post-Test Scores

The bar chart above shows a comparison of the pre-test (blue) and post-test (orange) scores of 30 students. Each pair of bars represents one student, clearly showing that the post-test scores were consistently higher than the pre-test scores for almost all students. This indicates a significant improvement in learning outcomes after the learning process. In the pre-test, students' scores varied, ranging from around 70 to 90, indicating varying levels of initial understanding. However, after the learning process, most students achieved post-test scores above 90, some even touching 100, which reflects a very good increase in understanding.

This improvement does not just happen, but is the result of the application of Canva learning media by researchers in the teaching and learning process, especially on procedure text material. Canva as a visual and interactive media is able to attract students' attention, make the material easier to understand, and increase their involvement in learning. With the help of this media, students became more focused and active, so their learning outcomes

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improved significantly as seen in the comparison of pre-test and post-test scores in the diagram.

Table 2. Normality Statistics

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.151	30	.080	.955	30	.230
postest	.236	30	.000	.820	30	.000
a. Lilliefors Significance Correction						

The normality test was conducted using the Shapiro-Wilk method. The result showed that the pre-test data were normally distributed (Sig. = 0.230), while the post-test data were not normally distributed (Sig. = 0.000). Both values are greater than 0.05, so it can be concluded that thepre-test data is normally distributed. Meanwhile, the post-test data showed a significance value of 0.000 in both tests, which is less than 0.05. This indicates that the post-test data is not normally distributed. Therefore, since one of the data (post-test) was not normally distributed, the researcher used a non-parametric test, the Wilcoxon Signed-Rank Test, to determine the difference between the pre-test and post-test results.

Table 3. Wilcoxon Signed-Rank Test

Ranks				
		N	Mean Rank	Sum of Ranks
postest - pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	30[b]	15.50	465.00
	Ties	0[c]		
	Total	30		
a. postest < pretest				
b. postest > pretest				
c. postest = pretest				

According to the results above one student has negative ranks, which mean the post-test was not higher than the pre-test. While, 30 students have positive ranks, which mean the post-test is higher than the pre-test. The ties on the table shows that there is no students was not included in the tests, neither pre-test nor post-test.

Test Statistics	
	postest - pretest
Z	-4.801[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

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The table above shows the output of Wilcoxon tests statistic. It shows the Asymp.Sig. (2-tailed) score is .000. Because of the score is .000, which is lower than >0.05, it can be concluded that "Ha is accepted". It means there is differences between pre-test and post-test or Canva is effective for student's writing of eight grade in SMPN 2 Tarokan.

CONCLUSION AND SUGGESTION

Based on the findings of this research, it can be concluded that the use of the Canva application has a positive effect on improving the writing of eighth-grade students at SMPN 2 Tarokan, particularly in composing procedure texts. Before the implementation of Canva, students experienced various difficulties in writing, such as limited vocabulary, lack of idea organization, and low motivation. After receiving treatment using Canva, students were able to present their ideas more clearly and creatively, organize information more systematically, and demonstrate better writing structure. These improvements indicate that the objectives of the research have been achieved, and the use of Canva effectively supports the development of students' writing competence.

In light of these conclusions, several suggestions are offered. For teachers, it is recommended to integrate Canva into the writing learning process, as it provides a more engaging and visually supportive platform that can increase student motivation and participation. Teachers should also provide proper guidance in using Canva so that students can take full advantage of its features for academic purposes. For students, Canva can be a useful tool not only during classroom activities but also as an independent learning media to improve creativity and writing clarity. Lastly, future researchers are encouraged to explore the use of Canva in teaching other types of texts or language skills, and to examine its long-term impact on students' learning outcomes.

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