The Effectiveness of Canva Application as a Media in Writing Greeting Card at the Eight Grade of SMP Negeri 12 Banjarmasin

Maulida Noor[1], Elanneri Karani[2], Ristati[3]

[1,2,3]Universitas Palangkaraya, Jl. Yos Sudarso, Palangka, Kec. Jekan Raya, Kota Palangka Raya, Kalimantan Tengah
maulidanoor4@gmail.com

Abstract

The use of technology for education is good to support the teacher in transferring knowledge that they want to teach for the students to improve their skill or knowledge. One of the digital educational apps that can help in writing is Canva. According to Christiana & Anwar (2021) canva is a website graphic design tool, a drag-and drop format of visual technology media, provides access to more than one million photos, graphics and fonts. This study aims to find the effect of using canva as a media in writing greeting card at the eight grade of SMP Negeri 12 Banjarmasin. The research subject was the eight grade students of SMP Negeri 12 Banjarmasin. This research is classified as a true experimental design. The population of this research is 59 students but only 48 students are choosen as the sample based on 5% mistake level. This study is a quantitative method that using Randomized-Groups Pre-test-Post-Test Control Group Design. The instrument that used was writing greeting card. The data were collected in several steps: pre-test, treatment, and post-test; the data were processed in several steps: collecting data, scoring and calculating; data analysis was conducted using SPSS application including test of data normality, homogeneity and tests of Hypothesis. The result of this study conclude that the use of canva as a media has significant effect for the students in writing greeting card.
Keywords: Writing Skill, Greeting Card, Canva Application

Abstrak

Pemanfaatan teknologi untuk pendidikan baik untuk mendukung guru dalam mentransfer ilmu yang ingin diajarkan kepada siswa untuk meningkatkan keterampilan atau pengetahuannya. Salah satu aplikasi pendidikan digital yang dapat membantu dalam menulis adalah Canva. Menurut Christiana & Anwar (2021) canva adalah alat desain grafis situs web, format drag-and-drop media teknologi visual, menyediakan akses ke lebih dari satu juta foto, grafik, dan font. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media kanvas dalam menulis kartu ucapan pada siswa kelas VIII SMP Negeri 12 Banjarmasin. Subyek penelitian adalah siswa kelas VIII SMP Negeri 12 Banjarmasin. Penelitian ini tergolong true eksperimental design. Populasi penelitian ini adalah 59 siswa tetapi hanya 48 siswa yang dipilih sebagai sampel berdasarkan tingkat kesalahan 5%. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan Randomized-Groups Pre-test-Post-Test Control Group Design. Instrumen yang digunakan adalah menulis kartu ucapan. Pengumpulan data dilakukan melalui beberapa tahapan: pre-test, treatment, dan post-test; data diolah dalam beberapa langkah: mengumpulkan data, menskor dan menghitung; analisis data dilakukan dengan menggunakan aplikasi SPSS yang meliputi uji normalitas data, uji homogenitas dan uji hipotesis. Hasil penelitian ini menyimpulkan bahwa penggunaan media kanvas berpengaruh signifikan terhadap siswa dalam menulis kartu ucapan.
Kata Kunci: Keterampilan Menulis, Kartu Ucapan, Aplikasi Canva

INTRODUCTION

English is an international language which is widely used in communication by people in most countries in the world but in Indonesia English is considered as a foreign language. There are four skill to learn English such as listening, speaking, reading and wrting in language learning. The writer more focus in writing because writing is complicated language skill to be learn. The writer

According to Harmer (2004), affirms that writing is a process in which the content we write is a usually strongly influenced by genre restruction, so these element must exist in learning activities.

Media is used by teachers as facilitates student learning (Nababan, 2020). Media are very important because they help the teacher to communication for convey the message correctly and also motivate students in learning English. One of them is Canva. Bradley (2015) canva can be accessed at https://www.canva.com, which offers a variety of premade designs for creating presentations, posters, blog graphics, and social networking headers for our accounts. Canva is capable of more sophisticated designs for print media (e.g., flyers, posters, invitation cards, brochures, etc. Navarre (2018). Canva helps the user demonstrate understanding of a variety of topics through individual or collaborative development of posters, presentations, flyers, infographics, book covers, newsletters, programs, reports, media kits, and more (Waring, 2021). According to (Martin, 2016), states that canva offers teachers and students a straightforward new method for designing. Its drag-and-drop capability enables the creation of presentations, posters, single-page documents, and social network postings.

In this research the writer choose canva application because at school SMPN 12 Banjarmasin has never conducted learning use the canva application. Usually teaching and learning used conventional media such as carton. The benefits of using canva application can be free accessed via web or android, simple but complete apperence, save automatically and interesting design in teaching and learning will not bored. According to Smaldino & Lowther (2015), visuals in the classroom, including canva, can serve several purposes, including 1) creating concrete abstract ideas; 2) motivating students; 3) giving direct attention; 4) repeating the information; 5) remembering prior knowledge, and 6) making learning effective.

According to Siswanjaya (2021), using canva in writing helps students give visuals, color, photographs, photos, fonts, and graphics. Students had everything they needed to construct their writing concepts. Finally, students may improve their writing skills by using canva as a technological medium. Students also learn how to utilize technology in language learning. Furthermore, students think that studying a foreign language is a fun activity.

Therefore, the researcher would introduce canva, one applications that are famous these day, with the aim of motivating the students in learning writing of greeting card through technology; with canva, they could design their writing creatively, to gain the readers interest to read . Writing greeting card requires writing and creative skill this activity becomes a fun activity for students in designing cards to look beautiful, and the result are fascinating. This can faster learning motivation for students.

Based on the writer experience as a teacher in SMP Negeri 12 Banjarmasin, the students ability in writing is low. Many of them have lower score than KKM (Kriteria Ketuntasan Minimal) especially in generic structure and language features of greeting card. To solve problem above, teacher needs to use an appropriate teaching media which helps the students. Thus, the use media can help the teacher to solve the students' problem.

METHOD

This research was based on a quantitative approach and the research is classified as a true experimental design because this research process was establishing cause-effect relationships between the variables (the independent variable) and (the dependent variable). Sugiyono (2017 : 75) states that true experimental design is divided into two categories. There are Post-Test-only control-group design and Pre-TestPost-Test control-group design. This research was using the Randomized-Groups Pre-TestPost-Test Control Group Design.

The design of this research was described as follows:
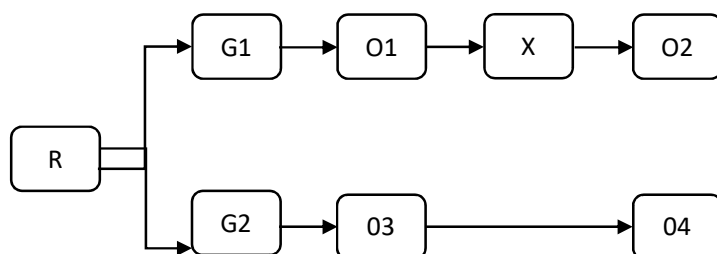
Picture 1. Randomized-Groups Pre-TestPost-Test Control Group Design

where:

R = Random Assignment

G1 = Experimental Group, the group that assigned to receive treatment

G2 = Control Group, the group that assigned to receive no treatment, but the usual, standard treatment and conditions

X = Treatment (Canva)

O1 = Observation of Experimental group before receiving treatment

O2 = Observation of Experimental group after receiving treatment

O3 = Observation of Control group before receiving no treatment

O4 = Observation of Control group after receiving no treatment.

Toendan (2019), states that "Research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data". This research design consisted of two groups which were the experimental group and the control group. The experimental group was to be the group of the sample that received the treatment which was a canva as a media to teach the writing greeting card and the control group was to be the group that received conventional media such ac picture. Sugiyono (2011 : 62) states sample was part of quantity and characteristic of the population.The target population of this research was the eight-grade students of SMP Negeri 12 Banjarmasin.

The number of the population was 59 students. The Random sampling will be conducted using Random name picker from website www.classtools.net. Random Sampling is a technique of collecting a sample that provides an equal opportunity for the population to be chosen as a member of

the sample (Mahdi & Mujahidin, 2014). The procedures of conducting random sampling using this website are explained as follows:

1. First, visit the website www.classtools.net and then click random name picker.
2. Second, click edit names and type the names of all students of the target population.
3. Third, click submit and then the next step is clicking the wheel to start spinning and choose the students' names randomly.
4. After the spinning wheel stop, the chosen name will appear and that is going to be the first name of the sample. To continue to the next sample name, click remove name and the wheel start to spin again
5. Finally, after spinning the wheel 48 times, the students' names for the sample will be collected.

To assign the sample randomly to the experimental and control group members, the researcher will use random name picker from the same website. The researcher will input all the students' name of the sample into random name picker and then assign the first twenty four student names that come randomly to the experimental group and the last twenty four student names to the control group.

Arikunto (2000:134) states that instrument in collecting data is a tool that is used by researchers to help them in collecting data more systematically and easily. In this research, the researcher will collect the data in forms of the students' scores in writing of greeting card from the experimental group and control group through Pre-Test and Post-Test. The steps of data collecting of this research are explained as follows:

Pre-Test

In this Research, Pre-Test is the first step of collecting the data. This step will be given before the researcher starting the experiment. A Pre-Test is given to the sample of both experimental and control groups with the same test items from the book When English Rings a bell VIII grade that is used by the English teacher in SMP Negeri 12 Banjarmasin. After conducting the Pre-Test, the student's scores will be collected and analyzed by the researcher to know the students' prior ability in writing of greeting card.

Treatment

The researcher applied using canva application in writing of greeting card and the controlled group got the conventional method. The researcher presented the instruction how to to use canva application. The researcher directed the students make a greeting card with canva application from the start until the end. From that, make students confident, creative and easily convely ideas through Canva.

Post-Test

Post-Test is the part of the data collection technique that is conducted after the researcher finishes conducting the treatments. It has the purpose to collect the students' data. In Specific, Post-

Test will be conducted to collect the students' scores after the students are given the treatment. The scores are both belonging to the experimental group and the control group. Those scores will be analyzed using SPSS application to determine whether the hypothesis of this research will refer to Null Hypothesis or Alternative Hypothesis.

After that, the researcher will deliver treatment using conventional media (picture) to the control group and using Canva application for the experimental group for writing of greeting card. To collect the data from experimental group, the researcher has some steps as follows:

1. First, the teacher asks the students to write about the students' past experience.
2. Second, the teacher introduces this application by giving the link and how to access.
3. Third, the teacher explains about the application features and how to use.
4. Four, the teacher gives example related to the material about greeting card.
5. Five, the teacher asks the students to create a design or use templates that provide in Canva appliation studentsa are free to choose the design or template that they want. Related to the material about greeting card.
1. After that, if the student finished write a greeting card, they must save their written result and send it to teacher's whatsapp.
2. The teacher gives the score and evaluation or feedback about the students' writing task.
3. Finally, the researcher will analyze the data of the students' scores to see if there is any significant effect of using canva application as a media in writing of greeting card at the eight grade of SMP Negeri 12 Banjarmasin.

RESULT AND DISCUSSION

As the data result had been describe in descriptive statistics. It is then compared to get an overview of the score between the group before and after the treatment and to see the progress achieved in each group. It can be seen as provided in the following figure:
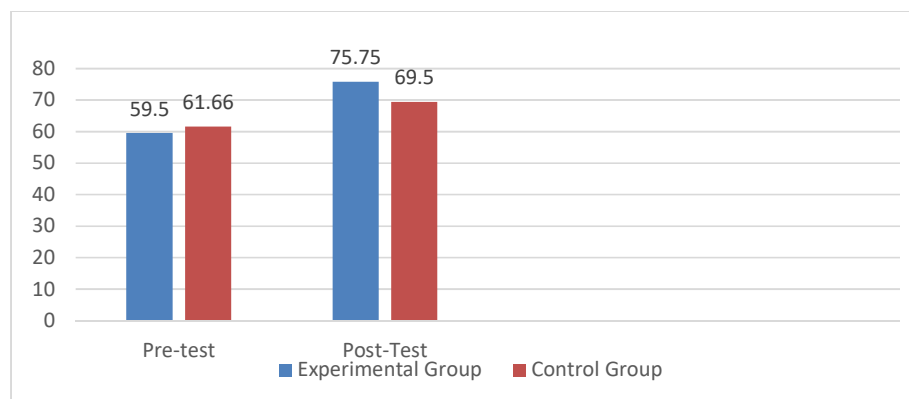
Picture 2. Score Pre-Test and Post Test

It defines that the pre-test mean scores of the experimental group are 59.50 and the controlled group is 61.66 in which the controlled group is a bit higher than the experiental group. Meanwhile, the figure also shows the chart of the post-test mean score. Although both of the group showed improvement in the post-test result, the mean represents, the students from the experimental group gain higher score in post-test compared to the controlled group.

After getting the score of the students' achievement, then researcher analyzed the scores of both pre-test and post-test from experimental and controlled classes by using the t-test. Before calculating the t-test value, the researcher finds out the normality and homogeneity value of the data. The normality test was needed to know whether the data has been normally distributed or not. Then, after getting the normality result, the next step was calculating the data homogeneity. It aimed was to know that the data homogeneous or not.

Test of Normality

A normality test was used to check how normal the distribution of the score. The result of the test of normality and its description are explained in more detail below:

Table 1. Tests of Normality

	Kelas	Kolmogorov-Smirnov^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar siswa	Pre-Test Experimental Group	,183	24	,037	,912	24	,039
	Post-Test Experimental Group	,141	24	,200*	,958	24	,400
	Pre-Test Control Group	,098	24	,200*	,953	24	,312
	Post-Test Control Group	,149	24	,178	,915	24	,046
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Tabel above presented the normality significance of the pre-test in the experimental group is 0.037 while in the post-test experimental group it is 0.200. As both of significance number from the data are above $\alpha = 0.05$ we can conclude that the data of pre-test and post-test are distributed normally.

Test of Homogeneity

Table 2. Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil Belajar siswa	Based on Mean	2,884	3	92	,040
	Based on Median	2,661	3	92	,053

Based on Median and with adjusted df	2,661	3	85,490	,053
Based on trimmed mean	2,828	3	92	,043

The homogeneity test result show that the significance result of the pre-test of the experimental group and controlled group is 0.040 and the significance result of the post-test of both experimental group and controlled group is 0.043. with the criteria that homogeneous data should have significantly more than 0.05, it can be conclude that the pre-test and post-test of this research are homogeneous. This is show by the data that the significant score of the pre-test of both experimental group and controlled group is higher than 0.05 (0.040 > 0.05) and the significance of the post-test of both experimental group and controlled group is (0.043 > 0.05).

Table 3. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre Test ExperimentalGroup - Post Test Experimental Group	-12,750	5,236	1,069	-14,961	-10,539	-11,930	23	,000
Pair 2	Pre Test Control Group - Post Test Control Group	-1,333	5,969	1,218	-3,854	1,187	-1,094	23	,285

The Hypothesis Test

Based on the paired sample test table above, it appears that the significance value (2-tailed) is 0.000. It is known that the significance value (2-tailed0 is lower than significance of 5% or 0.05 which is 0.000 < 0.05. Therefore, it can be conclude that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. The statement states that there is a significant effect of canva application as a media in writing greeting card.

This research was based on a quantitative approach and the research is classified as a true experimental design. The research data were from students' scores of pre-test and post-test of the experimental and the control groups; the students' scores of pretest showed the prior knowledge of the students and the scores of post-test showed the improvement of the students' scores after the researcher delivered the treatments. The researcher analyzed the data of the result of pre-test and post-test from both experimental and control group by SPSS 25. From the pre-test, the result of the mean

score of the experimental group is 59.50 and the mean score of the controlled group is 61.66. The difference in the mean score of the experimental and controlled, it means that the controlled group got a higher mean score than xperimental group.

Based on the result of the t- test, it is known that the significance value (2-tailed) is lower than the 0.05 significance, which is 0.000 < 0.05. It can be conclude that the null hypothesisn (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It is shown that the using canva application have a significant effect on writing greeting card.

The use of canva application was believed to support learning proces, including in writing class. Research finding showed that as a visual media canva effectively used as a medium for the writing skill learning process. This finding is in line with Yundayani et al., (2019) using canva also found the writing process easier and motivated to write and the use of canva can lower their anxiety. They also get to know how to apply technology to language learning. According to Suwanto (2021), the use of canva in PjBL can improve students' writing skills and motivation. In addition, students can enrich their knowledge in the form of vocabulary, terms, or expression.

CONCLUSION

Based on the research finding, the average post-test score in the experimental is higher than the average post-test score in the controlled group (75.75 > 69.50). then, the significance of 2-tailed (p) is lower than alpha (0.001 < 0.05) which means that Ho is rejected and Ha is accepted it means that canva application media in writing greeting card is 95% significant level and lower than 5% or 0.05.

In addition, after being treated with canva application, students in the experimental group can to create concrete abstract ideas, they will also feel more positive about what they are doing and will be more willing to participate through direct attention in the learning process. It can be conclude that using canva application as a media are effective in writing greeting card at the eight grade of SMP Negeri 12 Banjarmasin.

REFERENCES

Arikunto, S. (2000). *Prosedur Penelitian Suatu Pendekatan Praktik* (p. 134).

Bradley, P. (2015). *Social Media for Creative Libraries*. Facet.

Christiana, E. (2021). *The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand*. 5(1), 62–69.

Harmer, J. (2004). How to Teach Writing. In *Overland* (Vols. 2018-Winte, Issue 231, p. 162).

Mahdi, A., & Mujahidin. (2014). *Metodologi Penelitian Kuantitatif. In A. Mahdi, & Mujahidin, Panduan Penelitian Praktis untuk Menyusun Skripsi, Tesis, & Disertasi*. Bandung: Alfabeta.

Martin, M. (2016). *Blending Instruction with Technology: A Blueprint for Teachers to Create Unique,*

Engaging, and Effective Learning Experiences. Rowman & Littlefield.

Nababan, N. (2020). Pengembangan Media Pembelajaran Berbasis Geogebra Dengan Model Pengembangan Addie Di Kelas XI SMAN 3 Medan. *Jurnal Inspiratif*, *6*(1), 37–50.

Siswanjaya, S. (2021). Penggunaan Canva pada Pembelajaran Berbasis Proyek untuk Meningkatkan Keterampilan dan Motivasi Menulis Siswa. *Jurnal Didaktika Pendidikan Dasar*, *5*(2), 421–442. https://doi.org/10.26811/didaktika.v5i2.259

Smaldino, S. E., & Lowther, D. L. (2015). *Instructional Technology and Media for Learning*. 1–22.

Sugiyono. (2011). *Metode Penelitian Pendidikan - Pendekatan Kuantitatif, Kualitatif, dan R & D.* Bandung: Alfabeta.

Sugiyono. (2017). *Metode Penelitian Pendidikan - Pendekatan Kuantitatif, Kualitatif, dan R & D.* Bandung: Alfabeta.

Suwanto. (2021). *Enhancing Students' Creativity In Creating Greeting Cards Through Project-Based*. *2*(2), 26–37. https://jurnal.untan.ac.id/index.php/JEFLE/article/view/51583

Toendan, H. W. . (2019). *Sampling Design. In W. H. Toendan, Research Methodology*.

Waring, S. M. (2021). *Integrating Primary and Secondary Sources Into Teaching: The Sources Framework for Authentic Investigation. Teachers College Press.*

Yundayani, A., Susilawati, & Chairunnisa. (2019). Investigating the effect of Canva on students' writing skills. *Journal of English Education*, *7*(2), 169–176. https://doi.org/10.25134/erjee.v7i2.1800.Received