

**USING CANVA APPLICATION TO IMPROVE STUDENTS'
WRITING SKILLS AT SMPIT INSAN MADANI PALOPO**

A Thesis

*Presented a Partial Fulfilment for the Attainment of S.Pd. Degree In English
Educational Study Program Tarbiyah and Teacher Training Faculty State Islamic
University of Palopo*



Proposed By :

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY STATE
ISLAMIC UNIVERSITY OF PALOPO**

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2025

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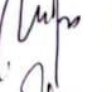

Atlira Andira Putri

THESIS APPROVAL

This thesis entitled "Using Canva Application to Improve Students' Writing Skills At SMPIT Insan Madani Palopo" written by Atlira Andira Putri, Registration Number 2102020079, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo, has been examined and defended in *Munaaqasyah* Session which is carried out on Wednesday, November 19th 2025 M. Coincided with 28 Jumadil Awal 1447 H. It is has been approved by the examiner as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).


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ABSTRACT

Atlira Andira Putri, 2025. *“Using Canva Application to Improve Students’ Writing Skills at SMPIT Insan Madani Palopo.”* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Jufriadi and Husnaini.

This study aims to determine the effectiveness of using the Canva application compare with conventional learning methods in improving students’ procedural witing skills. The research method used was a quasi- experimental design using an experimental class and a control class. The population in this study consisted of 40 female students of SMPIT Insan Madani, while the sample used all total sampling tehniqe. The instruments used were writing tests (pre-test, post-test) to measure students’ writing skills and questionnaires to identify students’ perceptions. The data were analysed using SPSS. Because the data was not normally distributed, non- parametric test were used, namely the Wilcoxon Signed Rank test to see the difference in students’ writing skills before and after treatment in each group, and the Man Withney U test to compare the post- test result between the experimental group and the control group. The result showed that there was a more significant improvement in the experimental class compare with the control class after the treatment. It can be seen from the post- test result of the experimental class, which was 25.85, while the control class was only 15.15. In addition, sig = 0.00 < 0.05, which states Null Hypothesis (H0) was not accepted and Alternative Hypothesis (H1) can be accepted. Therefore, it was concluded that using canva application more significantly improve students’ writing skills than the conventional one.

Keywords: Canva Application, Quasi- Experimental Design, Writing Skills.

ABSTRAK

Atlira Andira Putri 2025. *“Penggunaan Aplikasi Canva untuk Meningkatkan Keterampilan Menulis Siswa di SMPIT Insan Madani Palopo.”* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Jufriadi dan Husnaini.

Penelitian ini bertujuan untuk menganalisis efektivitas penggunaan aplikasi Canva dibandingkan dengan metode pembelajaran konvensional dalam meningkatkan keterampilan menulis teks prosedural siswa. Penelitian ini menggunakan desain kuasi-eksperimental yang melibatkan kelas eksperimen dan kelas kontrol. Populasi penelitian terdiri atas 40 siswa perempuan SMPIT Insan Madani, dengan teknik pengambilan sampel berupa total sampling. Instrumen penelitian meliputi tes menulis yang terdiri atas pre-test dan post-test untuk mengukur keterampilan menulis siswa, serta kuesioner untuk mengidentifikasi persepsi siswa terhadap penggunaan aplikasi Canva. Data penelitian dianalisis menggunakan perangkat lunak SPSS. Karena data tidak berdistribusi normal, analisis dilakukan dengan uji statistik nonparametrik, yaitu uji Wilcoxon Signed Rank untuk mengetahui perbedaan keterampilan menulis siswa sebelum dan sesudah perlakuan pada masing-masing kelompok, serta uji Mann–Whitney U untuk membandingkan hasil post-test antara kelas eksperimen dan kelas kontrol. Hasil penelitian menunjukkan bahwa peningkatan keterampilan menulis siswa pada kelas eksperimen lebih signifikan dibandingkan dengan kelas kontrol setelah diberikan perlakuan. Hal ini ditunjukkan oleh nilai hasil post-test kelas eksperimen sebesar 25,85, sedangkan kelas kontrol sebesar 15,15. Selain itu, nilai signifikansi yang diperoleh ($\text{sig.} = 0,00 < 0,05$) menunjukkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Dengan demikian, dapat disimpulkan bahwa penggunaan aplikasi Canva lebih efektif dalam meningkatkan keterampilan menulis siswa dibandingkan dengan metode pembelajaran konvensional.

Kata Kunci: Aplikasi Canva, Desain Kuasi-Eksperimental, Keterampilan Menulis

Diverifikasi oleh UPB



المخلص

أثيرا أثيرا بوتري، ٢٠٢٥. "استخدام تطبيق كانفا في تنمية مهارات الكتابة لدى طالبات المدرسة المتوسطة الإسلامية المتكاملة إنسان مدني ببالوبو." رسالة جامعية، برنامج تعليم اللغة الإنجليزية، كلية التربية وعلوم التعليمية، الجامعة الإسلامية الحكومية بالوبو، بإشراف جفريادي وحسنيني.

تهدف هذه الدراسة إلى تحليل فاعلية استخدام تطبيق كانفا مقارنة بالطرائق التعليمية التقليدية في تنمية مهارات كتابة النصوص الإجرائية لدى الطالبات. استخدمت الدراسة تصميمًا شبه تجريبي شمل مجموعة تجريبية ومجموعة ضابطة. وتكون مجتمع الدراسة من ٤٠ طالبة من المدرسة المتوسطة الإسلامية المتكاملة إنسان مدني، وتم اختيار العينة بأسلوب الحصر الشامل. وشملت أدوات البحث اختبار الكتابة الذي تضمن اختبارًا قبليًا واختبارًا بعديًا لقياس مهارات الكتابة، إضافة إلى استبانة للكشف عن تصورات الطالبات تجاه استخدام تطبيق كانفا. جرى تحليل البيانات باستخدام برنامج التحليل الإحصائي الحاسوبي، ونظرًا لعدم خضوع البيانات للتوزيع الطبيعي، تم تطبيق اختبارات إحصائية لامعلمية، وهي اختبار الرتب الموقعية لويلكوكسون لمعرفة الفروق في مهارات الكتابة قبل المعالجة وبعدها داخل كل مجموعة، واختبار مان-ويتني يو لمقارنة نتائج الاختبار البعدي بين المجموعة التجريبية والمجموعة الضابطة. وأظهرت نتائج الدراسة أن تحسن مهارات الكتابة لدى المجموعة التجريبية كان أكثر دلالة مقارنة بالمجموعة الضابطة بعد تطبيق المعالجة، حيث بلغ متوسط نتائج الاختبار البعدي للمجموعة التجريبية ٢٥,٨٥، في حين بلغ للمجموعة الضابطة ١٥,١٥. كما أظهرت قيمة الدلالة الإحصائية المحسوبة ٠,٠٠ وهي أقل من ٠,٠٥، مما يدل على رفض الفرضية الصفرية وقبول الفرضية البديلة. وبناء على ذلك، خلصت الدراسة إلى أن استخدام تطبيق كانفا أكثر فاعلية في تنمية مهارات الكتابة لدى الطالبات مقارنة بالطرائق التعليمية التقليدية.

الكلمات المفتاحية: تطبيق كانفا، التصميم شبه التجريبي، مهارات الكتابة

اللمغة ت تطوير وحدة ق بل من ال تحقق ت م



CHAPTER I

INTRODUCTION

A. Background

In the current era, writing is one of the most important skills in everyday life. It is generally done on paper using a pen or pencil. With the advancement of technology and access to information that is very easy to reach, it is not only limited to print media, but has also been used on digital platforms such as social media (Instagram, WhatsApp, Facebook, X) and other communication applications. Writing is the the most challenging language skills compared to other skills, for example, when speaking, making mistakes is considered normal as long as the interlocutor can understand the message to be conveyed, unlike writing, which requires paying attention to the components of writing.¹ Writing in this modern era has become more than just an academic activity, but also an important means to communicate, innovate, and engage in broader discussions in society.

There are several challenges encountered in teaching writing at school, one of which concerns the selection of appropriate instructional media. Students often experience boredom with the materials provided by teachers as these materials may not align with their interests and learning needs.² As educators,

¹ Husnaini, H., Iksan, M., & Wiwin, W. (2023). Students' Anxiety in Learning English Writing Skills in Senior High School Level. *FOSTER: Journal of English Language Teaching*, 4(2), 93-110.

² Agustin & Roni. (2021) The Effect of Collaborative Writing Strategy with Google Docs and Motivation Towards Eighth Grade Students' Writing Ability on Descriptive Text. *Jurnal penelitian guru indonesia*.

we must create fun learning for students so that students become motivated to learn.

In teaching writing, the media plays a very important role in helping students understand learning concepts. The use of print media, namely modules with writing exercises, has a positive impact on improving students' writing skills.³ Similarly, the use of internet media, learning to write by using applications, allows students to develop their writing skills in a more creative and effective way.⁴ Thus, educators need to consider various learning media that are in accordance with the characteristics of students and the objectives of teaching writing to be achieved.

A procedure text is a text that outlines the steps or stages involved in performing or producing an action.⁵ This text aims to guide the reader in completing an activity, such as a cooking recipe, a manual for using a tool, or assembly instructions, etc. In a procedure text, there is usually a section that explains the purpose, a list of materials or tools needed, and a sequence of steps to follow. By using simple and clear language, procedure texts help readers understand and carry out activities appropriately and efficiently.

One application that is already familiar is the Canva application. Canva is an application used to facilitate teachers and students in creating learning

³ Diaz suarez (2025). Exploring the Impact of Digital Platforms on Teaching Practices : Insights into Competence Development and Openness to Active Methodologies. *Journal Applied System Innovation*. volume 8,Pages 1-17.

⁴ Eshteiwy (2025). A New Decade for Social Changes. *SSRN Electronic Journal*.

⁵Taye & Mangesha(2024). Identifying and Analyzing Common English Writing Challenges among Regular Undergraduate Students. *Heliyon* 10(17).

materials such as presentations, infographics, brochures, learning videos, documents, posters, logos and many more. Canva also saves teachers time in designing interactive, visual teaching materials and provides ease of use with easy and ready-to-use design templates without having to master complex design software. Canva helps its users to be creative and expressive through the features provided for designing.⁶ In addition, Suarez emphasize that this application can help in presenting writing in a creative and more attractive form because of the latest features and data that is more precise than other applications.⁷ Therefore, Canva is a graphic design application that is optimized to support the learning process in a creative and accessible way.

Based on observations conducted at a school called SMPIT Insan Madani Kota Palopo, researcher found that students had difficulty writing due to a lack of motivation; they tended to prefer doing assignments on their cell phones rather than writing on paper with a pen because it was considered more flexible and creative. In addition, many students experience problems in several aspects of writing, such as developing ideas coherently, using appropriate vocabulary, applying correct grammar, and organizing sentences into well-structured paragraphs. Some students who have difficulty learning English also face challenges in expressing their thoughts effectively in written form. Based on the above facts, the researcher chose the title “Using the Canva

⁶ Yundayani (2019). Investigating the Effect of Canva on Students’ Writing Skills. *English Review : Journal of English Education*.

⁷ Diaz suarez (2025). Exploring the Impact of Digital Platforms on Teaching Practices : Insights into Competence Development and Openness to Active Methodologies. *Journal Applied System Innovation. volume 8,Pages 1-17*.

Application to Improve the Writing Skills of Students at SMPIT Insan Madani Kota Palopo” to determine the improvement in students' writing skills using the Canva application.

B. Research Questions

Based on the background that has been described above, the problems that will be formulated are as follows:

1. Does the use of the Canva application improve the students' writing skills at SMPIT Insan Madani Kota Palopo?
2. What are the students' perception of using the Canva application in the writing procedure text?

C. Research Objectives

There are two objectives of the research, namely :

1. To analyze whether or not the use of the Canva application improves students' writing skills at SMPIT Insan Madani Kota Palopo.
2. To know the students perception on the use of the Canva application in writing procedure text.

D. Research Significances

The researcher hopes that this study can make a good contribution to English language learning. There are 2 theoretical and practical significances in this case, among others:

1. Theoretically

This research can not only be used as a reference for teachers but also for anyone who wants to research in relation to the Canva application.

2. Practically

- a. For students, this research can be a source of information in using the Canva application, especially in writing.
- b. For teachers, this research can help in improving the quality of English teaching by developing and strengthening students' writing skills by using gadgets as alternative media in teaching writing, especially in teaching procedural text.
- c. For future researchers, this research can also be a source of reference in doing research about using media in teaching writing.

E. Research Scope

This research focuses on teaching procedure text writing by comparing the use of the Canva application and the use of Conventional media to grade nine students of SMPIT Insan Madani Kota Palopo. Topics to be taught in procedure texts include how to do something and how to make food or drink. The assessment will be done by applying five aspects of writing: Vocabulary, Language Use, Organization, Mechanics, and Content.

CHAPTER II

LITERATURE REVIEW

A. Review Related Research

There are several previous studies relevant to this study, as follows :

Asalami, Sari, and Winarsih conducted a study entitled “*How Does Canva Application Effect Students’ Writing Skills on Narrative Text for The Tenth Grade of SMAN 1 Kesamben*”.⁸ The aim of the research conducted at SMAN 1 Kesamben was to evaluate the effectiveness of Canva application in improving students' narrative writing ability in class X-A, involving a total of 30 students. This study used a pre-experimental design with a One Group Pretest-Posttest approach, which included three stages: pre-test, treatment using Canva, and post-test. The finding showed that the mean score increased from 69 in the pre-test to 82 in the post-test. It can be concluded that canva has a positif influence on students’ writing skill.

Jufriadi, Muin, and Mustika conducted a study entitled “*Peer Review Technique in Teaching EFL Writing Skill for Senior High School Students*”.⁹ This study uses an experimental method which aims to find out how per review can improve the writing ability of tenth grade students of SMA 13 Luwu Timur. The instruments used were writing tests (pre-test and post-test). The

⁸ Nida’Asalami, F., Sari, H. P., & Winarsih, W. (2024). How Does Canva Application Effect Students’ Writing Skills on Narrative Text for The Tenth Grade of SMAN 1 Kesamben. *Fonologi: Jurnal Ilmuan Bahasa dan Sastra Inggris*, 2(2), 34-39.

⁹ Jufriadi, Fadliyah Rahmah Muin, Ria Mustika. (2023). Peer Review Technique In Teaching EFL Writing Skills for Senior High School Students. *FOSTER : Journal of English Language Teaching*, hlm. 127-142.

data analyzed by calculating the mean score and paired sample t-test showed that the students' mean score in the post-test (55.08) was higher than the pretest (49.15). The t-count value (3.118) is more significant than the t-table (2.179). This shows that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. It can be said that using peer review in learning can be recommended to improve students' writing ability.

Qadariyah conducted a study entitled “*The Effectiveness of Using Canva Application to teach Writing to Grade XI Students of SMAN 2 Kediri*”.¹⁰ Using a quantitative pre-experimental case study design, students in Class XI-2 were assigned to create descriptive texts on Canva, which were assessed based on content, organization, grammar, vocabulary, and creativity based on Heaton's rubric. The findings showed an average score of 88.16, with the highest score on creativity (18) and the lowest on grammar (17.25), indicating the effectiveness of Canva in improving students' writing ability and engagement.

Febriansyah, et.al. with the title “*Improving Students' Writing Skills through Canva Application for VII Grade Students of SMP Muhammadiyah 2 Bandar Lampung in the 2022/2023 Academic Year*”.¹¹ This study used the Classroom Action Research (CAR) method, using quantitative and qualitative data. Quantitative data was analyzed using the average statistical formula,

¹⁰ Qodariyah, L. N. (2023). *The Effectiveness Of Using Canva Application To Teach Writing To The 11th Grade Students Of Sman 2 Kediri* (Doctoral Dissertation, Universitas Nusantara PGRI Kediri). Prosiding SEMDIKJAR (Seminar Nasional Pendidikan dan Pembelajaran), Vol. 7 (2024), hlm. 144–152.

¹¹ Febriansyah, M. H., et. al. (2023). Improving Students' Writing Ability Through Canva Application at Seventh Grade Students of SMP Muhammadiyah 2 Bandar Lampung in 2022/2023. *Jurnal Pendidikan Tambusai*, 7(2), 17601-17609.

while qualitative data was analyzed descriptively. The results showed an increase in student learning activities as indicated by the average score of student learning activities in Cycle 1 (6.99) and Cycle 2 (7.33). As a result, the Canva application can improve students' learning activities and writing skills.

Ruswandi, Gumelar, Ermaya (2019) conducted a study entitled “*The Effectiveness of Project-Based Learning Using Canva Application on Students' Descriptive Writing Achievement*”.¹² Using a quantitative quasi-experimental design with a non-equivalent pre-test post-test control group, the study involved 66 students divided into an experimental group and a control group. Data were collected through a writing test, analyzed using a t-test at the 0.05 level of significance. The experimental group showed significant improvement, with the mean score increasing from 55.3 (pre-test) to 75.37 (post-test), and the t-value (2.924) exceeding the t-table value (1.669). The conclusion of the study is that the application of Based- Learning with the help of the canva application is effective in improving students' descriptive writing skills.

Hasanah conducted a study entitled “*The Effectiveness of Canva Application Media to Improve Writing Skills of Tenth Grade Students of SMKN 1 Jenangan*”.¹³ The study used a quantitative approach with a quasi-experimental design, involving two groups: an experimental group (36 students) taught using Canva and a control group (36 students) taught without

¹² Ruswandi, R., Gumelar, W. S., Ermaya, A. S., & Ginanjar, G. The effectiveness of project-based learning by using Canva application on students' descriptive writing achievement. *EduLite: Journal of English Education, Literature and Culture*, 9(2), 1-20.

¹³ Hasanah, L. U. (2023). *The Effectiveness of Canva Application Media to Improve Writing Skill of The Tenth Grade Students at SMKN 1 Jenangan* (Doctoral dissertation, IAIN PONOROGO).

using Canva. Data were analyzed using Independent Sample t-test. The results showed that the experimental group achieved a higher mean post-test score of 85.5 compared to 83 in the control group. The study concluded that Canva is an effective tool to improve the writing skills of tenth grade students.

Hafizah conducted a study entitled “*The Effectiveness of Using Instagram in Enhancing Vocabulary Achievement of Seventh-Grade Students at MTS Batusitanduk*,¹⁴” using a pre-experimental research design focused on pre-tests and post-tests in one group. This study used random sampling consisting of 18 students. The results showed that the average score on the post-test (71.50) was higher than that on the pre-test (53.22). This indicates the effectiveness of using the Instagram app in improving students' vocabulary achievement.

There are several similarities and differences between this study and previous researchers. The similarity is the use of Canva application as a medium in improving students' writing skills, this study will also use Canva application as a learning medium. The difference is in the method that will be used, in general, previous studies used experimental research and only a few used quasi-experimental in their research. Therefore, this study focuses on the use of quasi-experimental methods to see the difference between classes that use Canva application in learning to write procedure text and classes that do not use Canva application in learning to write procedure text.

¹⁴ Farah Hafizah (2024). *The Effectiveness of Using Instagram in Enhancing Vocabulary Achievement of Seven- Grade Students at MTS Batusitanduk* (Repository IAIN Palopo) .

B. Some Partinant Ideas

1. The Concept of Writing

Writing is the pouring of ideas, thoughts and feelings into written form. In addition, writing is the process of putting ideas into words and organizing them for readers, helping us to see, create, and explore new relationships.¹⁵ It can also take many forms, from essays and articles to poems and novels, and is an essential skill required in many aspects of life, both academic and professional. As such, writing is a complex skill that involves more than just putting words together, but also requires an in-depth understanding of structure, language and the purpose of communication to achieve effectiveness in conveying a message to the reader.

Writing nowadays is not only about expressing ideas, but also about expressing oneself in the form of writing and making sure that the reader can understand what we are talking about. According to Jacobs, there are several components that a writer must master when they write.¹⁶

2. Components of Writing

To write better, one must consider a number of factors related to writing, including the following five elements of writing¹⁷:

a. Content

In writing, content refers to the content or material presented in a piece of writing. The content presented must be informative, interesting,

¹⁵ Goyantiya, Vihswakarma. (2023). Exploring the Mechanics of Academic and Research Writing. *Greener of Educational Research* 13.(1).

¹⁶ Ahmad Reza et.al (2024). Revolutionizing Language Learning : Unleashing the Power of Engage Model to Supercharge Writing Skill in Cognitively More and Less Active EFL Learners. “ *Frontiers in Education* 9(march).

¹⁷ Taye, Tamirat (2024). Identifying and Analyzing Common English Writing Challenges among Regular Undergraduate Students. *Heliyon* 10(17).

and relevant because your quality and success depend on the relevance of the content presented.

b. Grammar

In writing, there are rules and structures that govern how words are arranged to make sentences or paragraphs. Understanding and using grammar correctly helps readers to understand your writing.

c. Vocabulary

Vocabulary in language refers to the collection of words used in a language or by individuals in communication. Vocabulary includes the entire set of words known and used by a person or contained in a language.

d. Mechanics

This technique is divided into two categories, namely capitalization and punctuation which aim to make the message conveyed by the writer clearer. Capitalization in writing is used to distinguish the placement of uppercase letters.

e. Organization

In the context of writing and communication, organization refers to how to arrange the elements of writing so that ideas are conveyed clearly and effectively.

3. The Principles of Writing

There are several principles in writing

- a. **Simplicity:** The writer should be able to simplify complex ideas into easy-to-understand sentences.

- b. Clarity: Use clear and direct sentences to convey the message.
- c. Reader Engagement: Write in an engaging way that makes the reader feel involved with the content.
- d. Consistency: Ensuring that the writing style and tone remain consistent throughout the text.
- e. Revision and Editing: It is important to make revisions to improve the quality of writing¹⁸.

4. The Importance of Writing

The importance of writing skills is as follows:

- a. Writing helps us to organize our ideas
- b. Writing down ideas allows us to take distance as we write the topic.
- c. Writing is a discovery tool; we stimulate our thinking process by the act of writing into the information and images that exist in our subconscious mind.
- d. Writing can generate new ideas by helping us make connections and relationships.¹⁹

5. Types of Writing

There are several types of writing:

- a. Narrative text

Narrative text is a type of text that aims to tell a story or event to readers or listeners. This text is usually arranged chronologically and

¹⁸ Klein, John. (2010). "Nine Principles for a Writing Principal". Language Arts Journal of Michigan : Vol. 26: Iss. 1, Article 12.

¹⁹ Suriani Banna, teaching simple past tense At the Tenth Year Students of PMDS Through Writing Personal Experience, (Unpublished Thesis S1: STAIN Palopo: 2011, p. 26-27.

contains story elements such as characters, background, plot, conflict, and moral values. The main purpose of narrative text is to entertain and sometimes also to educate or provide information through the story being told. Narrative texts are often found in the form of fairy tales, legends, fables, fantasy stories, and personal experiences.

b. A recount text

A recount text is a type of text that serves to recount experiences or events that have occurred in the past in sequential order. The main purpose of a recount text is to inform or entertain readers by recounting personal experiences, activities, or specific events that the writer has experienced. A characteristic feature of recount texts is the use of the past tense, because the events being recounted have already occurred. In addition, this text often uses time adverbs such as then, after that, finally, yesterday, last week, and so on to indicate the sequence of events.

c. Descriptive text

Descriptive text is a type of text that aims to describe an object, place, person, animal, or specific thing in detail so that readers can almost see, hear, or feel what the writer is describing. The main purpose of descriptive text is to provide a clear picture so that readers can easily imagine the object.

d. Expository text

Expository text is a type of text that aims to explain, describe, or provide information about a topic in a factual, logical, and objective

manner. This text is not intended to persuade readers like argumentative texts, but only to provide clearer knowledge or understanding of a subject. Expository texts are commonly found in textbooks, scientific articles, reports, encyclopedias, or other nonfiction texts. Their main purpose is to provide explanations, not to persuade or entertain.

e. A procedure text

A procedure text is a type of text that serves to explain the steps or methods for doing something in sequence so that readers can achieve a specific goal correctly. The main purpose of a procedure text is to provide guidance or instructions.

6. Media In Teaching Writing

In teaching writing, media plays an important role in facilitating the learning process so that students can more easily understand and develop their writing skills. Some media that are often used in teaching writing include pictures, books, print media, teaching aids, and many more. Therefore, using the right learning media can increase students' interest and motivation so that their writing skills improve significantly.²⁰ In addition, learning media can help teachers present material in a more interactive and interesting way, making the classroom atmosphere more enjoyable and reducing student boredom during the learning process.

Media also serves as a bridge between abstract ideas and concrete understanding, allowing students to visualize and organize their thoughts

²⁰ Taye, Tamirat (2024). Identifying and Analyzing Common English Writing Challenges among Regular Undergraduate Students. *Heliyon* 10(17).

before expressing them in written form. Through the right media, students can gain inspiration, expand their vocabulary, and better understand the structure and purpose of various types of texts. As a result, the integration of appropriate media in writing instruction not only improves student understanding but also encourages creativity, critical thinking, and self-expression.

C. Procedure Text

1. Definition of Procedure Text

Procedure text is a type of text that conveys instructions or steps that must be taken to achieve a certain goal. Procedure text serves to provide instructions or instructions on how to carry out a certain activity or process in a systematic and structured manner.²¹ Procedure text has an important role in helping readers to understand and carry out activities in an efficient and organized way.

The general structure of a procedure text usually follows a format designed to provide clear and structured instructions. Here is the general structure of a procedure text :

a. Title

States what the procedure will do or accomplish. For example, “How to make fried rice” or “Lego building guide”.

b. Objective

Describes the goal or end result of the procedure. This gives the reader an idea of what they will achieve if they follow the steps given.

²¹ Fumero, et.al (2021). Verbs Errors in 5th- grade English Learner’s Written Responses : Relation to Writing Quality. *Journal : Language*, vol. 6.

c. Tools and Materials

Lists all the equipment, materials, or resources needed to complete the procedure. This helps the reader prepare everything that will be used before starting.

d. Steps

Detail each step that needs to be taken in order. Usually, these steps are presented in numerical order or in point form for easy understanding and execution. Each step should be clear and specific.

e. Tips or Warnings (Optional)

Provides additional advice or warnings about things that need to be considered to avoid mistakes or problems.

f. Conclusion (Optional)

Summarizes the expected results after following the procedure, or provides additional instructions if needed.

g. References or Appendices (Optional)

Include additional relevant information such as photos or other resources, that can help with the understanding of the procedure.

2. Purpose

The purpose of a procedure text is to provide clear and detailed instructions or guidance so that the reader can perform a task or activity in a correct and effective way. Here are some of the main purposes of procedure texts:

a. Provide Clear Instructions

b. Ensure Consistency and Quality

- c. Reduces Errors
- d. Increase Efficiency
- e. Facilitate Training and Learning
- f. Ensure Compliance with Standards
- g. Maintain Safety.

D. Canva Application

1. Definition of Canva Application

Canva is one of the most useful applications in creating learning nowadays. Canva has features that are visually appealing and engaging.²² In addition, Canva also serves as a platform that improves student understanding and the overall quality of learning because it is easy to use and can be used by all without the need for professional design skills. Integrating Canva into writing activities can transform traditional assignments into interesting and visually stimulating projects (Mudinillah & Rizaldi).²³ Canva is available in two versions : free and premium (pro). Nevertheless, a number of features are already available without purchasing the premium edition.

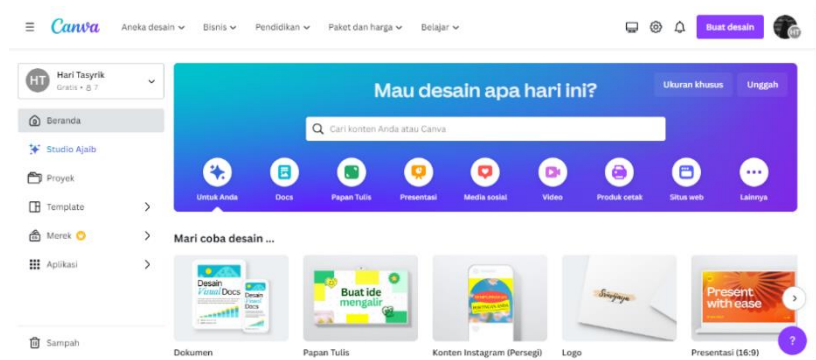
²² Sugiarni, Widiastuti, Tahrin. The Implementation of Canva as a Digital Learning Tool in English Learning at Vocational School. *English Learning Innovation* (2024).

²³ Mudinillah, Rizaldi. Using Canva Application as an Arabic Learning Media at SMA Plus Panyabungan. *At- tasyrih jurnal pendidikan dan hokum islam* (2021).

2. Steps In Using Canva Application

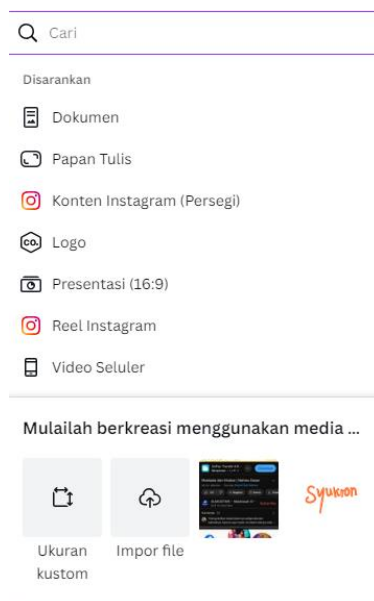
- a. Access the Canva app via browser or playstore on your phone, then login using your email, google or facebook account.

Picture 2.1 Canva homepage



- b. After successfully logging in, on the main page you can immediately select a poster template that matches the text procedure, for example with the keyword “procedure” or “instruction”.

Picture 2.2 Canva search menu



- c. After that, you can edit by changing the title, procedure content and steps as you wish.
 - d. Font style, size, and color can be changed, and images can be uploaded according to user needs.
 - e. After completing the editing process, click the “ Save ” button, and then select “ download “ button to save the poster in JPG, PNG or PDF.²⁴
3. Teaching Steps of Writing Procedure Text Using Canva

There are several steps that are needed to be considered in teaching procedure text using Canva, as follow :

- a. Give introduction and motivation to students (begin by introducing the concept of procedure text and motivate students by showing interesting examples of procedure texts from posters or infographics).
- b. Guide students to choose familiar and practical topics, such as recipes (how to make fried rice, instant noodles) or simple how-to guides.
- c. Instruct students to organize the objectives, materials, and steps (emphasize the use of clear and sequential language such as: first, next, then, finally).
- d. Demonstrate how to use Canva templates to create digital posters or infographics that visually categorize objectives, materials, and steps.

²⁴ Muhamad Sofian Hadi, et al, Teaching Writing Through Canva Application to Enhance Students' Writing Performance, JOLLT Journal of Languages and Language Teaching, April 2021. Vol. 9, No, 2, Availabe on <https://bityl.co/6c8m>, Retrieved on 30th April 2021.

Allow students to add relevant images as they see fit (students will be divided into groups).

- e. Have students present their final Canva creations to the class, explaining the procedure and design choices.²⁵

4. The Advantages and the Disadvantages of the Canva application

Canva is one of the online design applications that provides a variety of templates or design tools to be used in shaping learning media.²⁶

Canva is one of the editing applications that can be used to produce media.

Canva can be used as a learning aid or as learning media. Make it easier for students to follow the learning process. Save time because it can be used on all gadgets, and also on laptops or computers.

Canva has extensive and diverse features, which can be easily used by professionals and laypeople. The weakness of the Canva application is that some features, such as background eraser, object eraser on photos, and some elements, can only be used if paid. Canva must also be connected to the internet to be used.

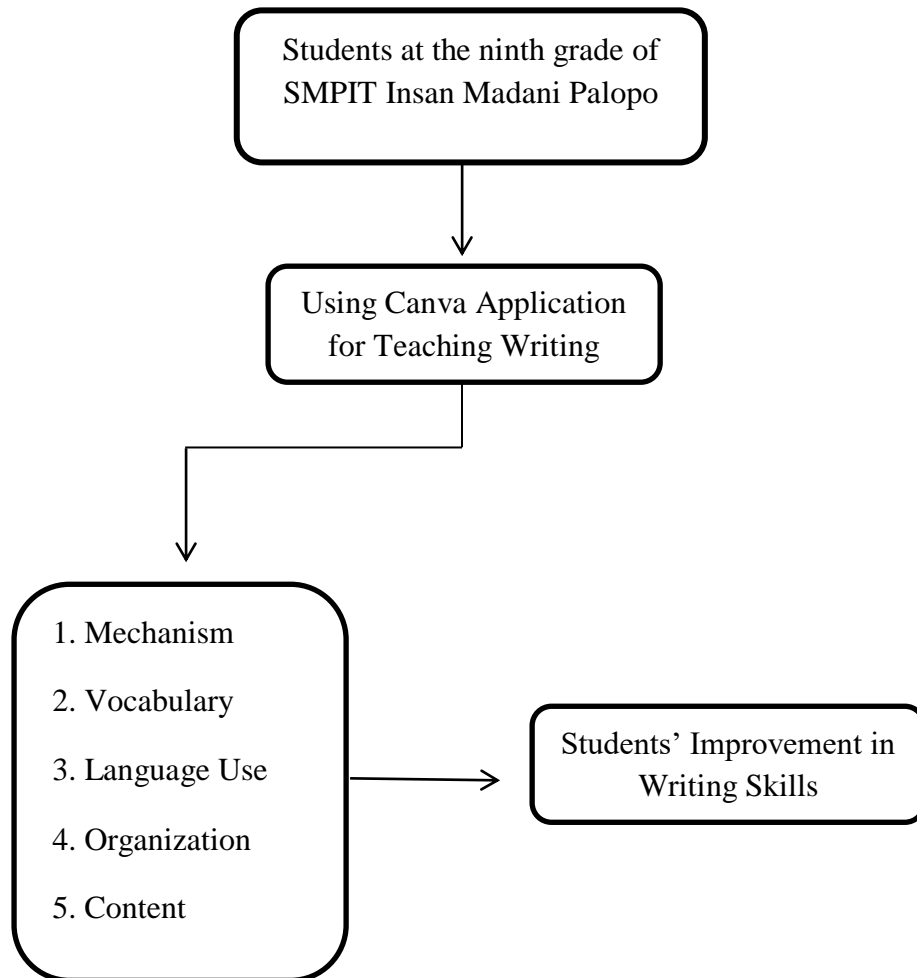
E. Conceptual Framework

The researcher used 2 classes as a comparison of the use of the Canva application and the use of traditional learning media at school. Based on the above statement, the researcher focused on improving students' writing skills

²⁵ Reskyana & Agustini. (2022). The Use of Canva In Teaching Writing. Proceedings series on physical & formal sciences.

²⁶ Baraat Ismael (2024). Unleashing Creative Potential : Exploring the Transformative Impact of Canva on Students' Engagement and Performance in Writing. *Zanco Journal of Humanity Sciences* 28(1).

with class A using the Canva application and the other class using traditional methods. Learning in class A discusses the features of Canva and how to use it. In this study, students will be given an initial test by the researcher to find out the extent of students' writing and design skills. After knowing students' abilities, researchers will provide treatment as a learning process using the Canva application, which is expected to increase students' knowledge. After reaching this point, the researcher will give a post-test to find out if there is student development after being given treatment.



F. Hypothesis

Based on the literature review, relevant studies, and the conceptual framework mentioned above, this research can be formulated as follows :

(H^o) : Using the Canva application does not improve students' procedure text writing skills.

(H₁) : Using the Canva application improves students' procedure text writing skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Types of Research

The research to be conducted used quasi-experimental methods, which are methods that are similar to real experiments, but do not fully meet the standards of true experiments. This research has the advantage of evaluating the impact of policy changes or events that are difficult to manipulate experimentally.²⁷ Quasi-experiment is a research method that aims to determine the causal relationship without group randomization. This method uses two groups as a comparison, namely the experimental group and the control group. Quasi-experimentation has significant benefits if true experimentation is not possible.

The formula :

Tabel 3. 1

Class	Pre-test	Treatment	Post-test
Experiment	01	X	02
Control	03	-	04

Description :

Experiment: A Group of students who received learning using the Canva application.

Control: A Group of students who received conventional learning.

²⁷ Frank the Vocht, Srinivasa Vittal Katikireddi, Cheryl McQuire,(2021). "Conceptualising Natural and Quasi Experiments in Public Health, Jurnal : BMC Medical Research Methodology. 10.1186/s12874-021-01224-x.

- 01 : Pretest results of student groups before treatment.
- 02 : Posttest results of student groups after treatment.
- 03 : Pretest results of student groups before treatment.
- 04 : Pretest results of student groups after treatment.
- X : Treatment given to the experimental student group.
- _ : No treatment given to the control group of students.

B. Place and Time of Research

The research was conducted from July to August at SMPIT Insan Madani Palopo, which is located at Jl. Perum Imbara, Palopo City, South Sulawesi.

C. Variables of the Research

Variables are objects or symptoms that are the focus of research to be observed. Variables as attributes of a group of people who have variations between one another.²⁸ There are two variables in this study, namely the dependent variable and the independent variable.

1. Dependent Variable

Dependent variable was measured to determine the effect size or influence of the independent variable. This variable was the one that could change due to fluctuations in the independent variable. In this study, the dependent variable was how effective the use of the Canva application and conventional methods were in teaching procedure text material according to the ninth grade students of SMPIT Insan Madani.

²⁸ Ofem et.al (2023). Variable Conceptualisation and Measurement in Environmental Research. *International Journal of Methodology* 2(1).

2. Independent Variables

Independent variables were variables that affected or had an impact on other variables. In this study, the independent variables were the use of the canva application and the use of conventional media teaching.

D. Research Population and Sample

1. Population

The population in this study were ninth-grade students of SMPIT Insan Madani Palopo City in the 2024/2025 school year.

2. Sample

This research applied the all total sampling technique by taking all population as the sample. One class is an experimental group and one class is as a control group, which consisted of 20 students in each class.

E. Instrument of the Research

There were two instruments that were used in this study, namely:

1. Writing Test

At this stage, researchers give tests to students in the form of questions related to procedure texts to determine the extent of students' understanding. The test was given to the experimental group and the control group.

2. Questionnaire

Questionnaires were given to get reactions from students after the treatment. Statements were formulated to investigate students' learning experiences when using the application and using the textbook as a comparison in learning procedural texts.

F. Procedure of Data Collection

To achieve the results of this study, researchers were collect data using the following procedures:

1. Pre-test

At this stage, the researcher was gave an initial test in the form of written questions to the experimental class and also the control class. the test material given is related to the ability to write student procedure texts.

2. Treatment

The treatment were conducted for 4 meetings, as follows

- a) Opening Activity

The researcher started the learning by saying greetings, asking students to pray together, and checking students' attendance. After that, the researcher gave an attention grab.

- b) Whilst Activity

After giving an attention grab, the researcher will ask students light questions related to how to make coffee or tea. After that, the researcher asks what the materials and tools for making coffee or tea. The researcher showed a PPT through the Canva application about the meaning of procedure text and its examples, The researcher also introduced the Canva application to students. The next step was that the researcher divided the students into several groups, and the researcher taught them how to use the

Canva application to create procedure text. The researcher taught students how to use the Canva application as a medium to create procedural text by paying attention to aspects such as vocabulary, language use, organization, mechanics, and content. After that, the researcher will assign students to create a procedure text with their favorite food/drink. After that, the researcher asked students to present the results of their assignments in front of the class.

c) Closing Activity

The researcher reviewed the material that had been taught to students, then provide motivation and closed the class.

d) The Topic For Each Meeting

1. How to make a drink
2. How to make a favorite food
3. How to make disliked food
4. How to make crafts from ice cream sticks.

3. Post-test

The post-test is conducted after students are given treatment; this stage is the last stage to find out the comparison of students before and after treatment.²⁹

G. Data Analysis Techniques

This technique was used to measure the impact of using Canva as a learning media on improving students' writing skills. Quantitative analysis will

²⁹ Hasanah, L. U. (2023). *The Effectiveness of Canva Application Media to Improve Writing Skill of The Tenth Grade Students at SMKN 1 Jenangan* (Doctoral dissertation, IAIN PONOROGO).

be applied to the data collected from the pre-test and post-test, namely the scores of the evaluation results of students' writing skills. There are several relevant key aspects that need to be considered in writing skills as follows :³⁰

1. Assessing students' writing aspects

a. Content

Table 3.2

Score	Requirements
5	Very good to Excellent; the topic is clear and complete, and the details are related to the topic.
4	Good; the topic is clear and complete, but the details are almost related to the topic
3	Fairly: The topic is clear and complete, but some details are only fairly related to the topic.
2	Poor; the topic is clear and complete, but the details are not related to the topic
1	Very poor; the topic is not clear and complete, and the details are not related to the topic

b. Mechanism

Table 3.3

Score	Requirements
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³⁰ J.B.Heaton, *Ok-Writing-English-Language-Tests-j-b-Heaton.Pdf*, Ed. Jeremy Harmer and Roy Kingsbury, New Edition(Unlited State of America, 1975).

5	Very good; it uses correct spelling, punctuation, and capitalization.
4	Good; it has occasional errors of spelling, punctuation, and capitalization.
3	Fairly; several typographical, punctuation, capitalization, and paragraphing errors.
2	Poor; it has frequent errors of spelling, punctuation, and capitalization.
1	Very poor; Inconsistent Writing

c. Vocabulary

Table 3.4

Score	Requirements
5	Very good; effective choice of words and words form
4	Good; few misuses of vocabularies and words form, but not change the meaning
3	Fairly good; some misuse of vocabulary and word forms, but meaning is generally clear
2	Poor; limited range confusing words and word form
1	Very poor; very poor knowledge of words, words form, and not understandable.

d. Language Use

Table 3.5

Score	Requirements
5	Very good; effective complex construction.
4	Good; effective but simple construction
3	Fairly; effective but simple construction
2	Poor; major problems in simple/complex construction
1	Very poor; virtually no mastery of sentence construction rules.

e. Organization

Table 3.6

Score	Requirements
5	Very good; material are complete, and steps are clearly stated with proper connectives.
4	Good; material are almost complete, and steps are stated with almost proper connectives
3	Fairly, The material is quite complete, and the steps are explained quite clearly, although there are some shortcomings in the use of conjunctions.
2	Poor; materials are not complete, and steps are not clearly stated with few misuses of connectives.

1	Very poor; materials are not complete, and steps are not stated clearly
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2. Percentage the students score

This study aims to provide a percentage analysis of student grades, According to L.R. Gay in his book “ Educational Research : Competencies for Analysis and Application”, this analysis will provide valuable insight in assessing student performance and the effectiveness of teaching methods.³¹ In this study, the percentage formula that will be used as follows:

$$\text{Score} = \frac{\text{Students' score}}{\text{maximum score}} \times 100$$

3. Classify students' writing skills

The following is a classification for assessing students' pre-tests and post-tests as follows:³²

Table 3.7

Score	Classification
90-100	Very good
70-89	Good
50-69	Fairly
30-49	Poor
1-29	Very poor

³¹ Gay. L.R. “ Educational research. Columbus prentice-hall”(2006)

³² J.B. Heaton, Ok Writing English Language-Test j-b-Heaton.pdf, ed. Jeremy harmer and Roy kingsbury, New Edition (United State America 1975).

Finally, SPSS will be used to calculate the percentage of student scores on the pre-test and post-test.

4. Criteria of hypothesis acceptability

This research focuses on hypothesis testing in analyzing the percentage of students scores. Hypotesis testing is an important step that will be used to determine whether or not there is significant difference in the data being analyzed.³³ Hypotesis testing help in testing assumptions or claims about the population based on sample data. In this case, the researcher will use the following formula to test the hypothesis :

If $t_0 > t_t$ it means that null hypothesis is rejected

If $t_0 \leq t_t$ it means that null hypothesis is accepted .

5. Technique Analysis of Questionnaire

The likert scale is often used in quantitative research because of its ability to measure respondents' perceptions, This methodological approach converts qualitative attitudes into quantitative data, usually throught a series of questions with ranked answer options.³⁴ Each item on the questionnaire is analyzed separately, and responses are generally scored on a 5 point scale, such as lowest to highest, with corresponding scores from 1 to 5.

³³ Anas Sudijono, Garfield Joan et.al (1999). Assesment in Statistics Education : Issues and Challenges. *International Statistical Review* 67(1).

³⁴ Ofem et.al (2023). Variable Conceptualisation and Measurement in Environmental Research. *International Journal of Methodology* 2(1).

Table 3.8 Score of the Questionnaire

Score	Category
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

Table 3.9 Percentage of Questionnaire Scores

No	Percentage	Perception Category
1.	86 – 100	Very good
2.	71 – 85	Good
3.	56 – 70	Fairly
4.	41 – 55	Poor
5.	40	Very poor

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The following data was collected from the experimental class and control class from pre-tests, post-tests, and questionnaires.

1. Analysis of Students' Scores of Writing Test

At this stage, statistical analysis and data grouping were carried out, starting from the pre-test, post-test, and student perception questionnaires, which were categorized as part of this study. The number of respondents in the study consists of two classes, namely the experimental class and the control class. Each class has 20 students, so the total number of respondents is 40 students. All participants in this study were female. Thus, this study involves 20 female students in the experimental class and 20 female students in the control class.

Table 4.1 Students' Score in Experimental Class

Steps	N	Min	Maks	Mean	Std. Deviation
Pre- Test	20	52	62	59,8	4,58
Post- Test	20	64	72	68,4	2,87

Based on the table 4.1, the pre-test results with 20 students showed a minimum score of 52, a maximum score of 62, with an average of 59.8 and a standard deviation of 4.58. After the treatment was administered, the post-test results improved, with a minimum score of 64, a maximum score of 72, an average of 68.4, and a standard deviation of 2.87. Thus, there was an average increase of 8.6 points from the pre-test to the post-test. Additionally, the decrease

in standard deviation from 4.58 to 2.87 indicates that student scores on the post-test were more evenly distributed compared to the pre-test. This suggests that the intervention positively contributed to improving student learning outcomes while also making student achievements more consistent.

Table 4.2 Students' Score in Control Class

Steps	N	Min	Maks	Mean	Std. Deviation
Pre- Test	20	52	68	59,6	4,83
Post- Test	20	60	72	64	4,67

Based on the table 4.2, the pre-test results of 20 students showed a minimum score of 52, a maximum score of 68, with an average (mean) of 59.6 and a standard deviation of 4.83. After the treatment was administered, the post-test results of 20 students showed an increase with a minimum score of 60, a maximum score of 72, an average of 64, and a standard deviation of 2.87. This data indicates an increase in the average student scores from the pre-test to the post-test, suggesting that the intervention administered was effective in improving student learning outcomes while reducing the spread of scores (standard deviation), thereby making student learning outcomes more consistent.

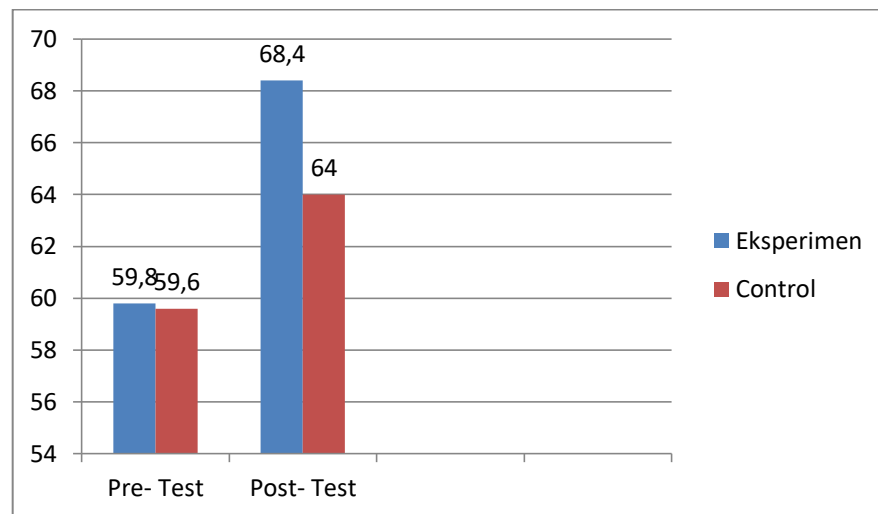


Diagram 4.1 Difference Line Diagram

The diagram shows that the pre-test scores of the experimental class (59.8) and the control class (59.6) are almost the same. After the treatment, the average post-test score of the experimental class increased higher (68.4) than that of the control class (64), so it can be concluded that the treatment in the experimental class was more effective in improving learning outcomes.

Table 4.3 Students' Pre- Test Score Comparison

Class	N	Mean Rank	Sum of Ranks
Experiment	20	20.70	414.00
Control	20	20.30	406.00

Based on the table 4.3, the experimental class with 20 students obtained a Mean Rank of 20.70 with a Sum of Ranks of 414.00. Meanwhile, the control class, which also consisted of 20 students, obtained a Mean Rank of 20.30 with a Sum of Ranks of 406.00. The difference in mean rank values between the two classes is relatively small, indicating that there is no significant difference in student learning outcomes between the experimental class and the control class.

Table 4.4 Students' Post- Test Score Comparison

Class	N	Mean Rank	Sum of Ranks
Experiment	20	25.85	517.00
Control	20	15.15	303.00

Based on the table 4.4, it can be seen that the experimental class, which consisted of 20 students, obtained a Mean Rank of 25.85 with a Sum of Ranks of 517.00. Meanwhile, the control class, which also consisted of 20 students, only obtained a Mean Rank of 15.15 with a Sum of Ranks of 303.00. The difference in mean ranks indicates that the learning outcomes of students in the experimental class are higher than those in the control class. Thus, it can be interpreted that the treatment given to the experimental class, namely the use of Canva media, contributes more significantly to improving students' writing skills than the learning in the control class.

Table 4.5 The Improvement of Students' Writing Score in Experimental Class

		N	Mean Rank	Sum Ranks
	Negative Ranks	0 ^a	.00	.00
Post- Test & Pre- Test	Positive Ranks	20 ^b	10.50	210.00
	Ties	0 ^c		
	Total	20		

Based on the table 4.5, the results of the difference test between the pre-test and post-test scores in the experimental class show no negative ranks (0), meaning that no students experienced a decline in scores after the treatment was administered. On the contrary, there were 20 positive ranks with a Mean Rank of 10.50 and a Sum of Ranks of 210.00, which means that all students experienced an increase in scores from the pre-test to the post-test. Additionally, there were no

ties (0), so all students showed a difference in scores between the pre-test and post-test.

These results were then reinforced by the Wilcoxon Signed Ranks Test, which yielded a significance value (Asymp. Sig.) of less than 0.05. Thus, it can be concluded that there was a significant difference between the pre-test and post-test scores in the experimental class. This shows that the treatment in the form of using Canva media had a positive and significant effect on improving students' writing skills.

Table 4.6 The Improvement of Students' Writing Score in Control Class

		N	Mean Rank	Sum Ranks
Post- Test & Pre- Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	16 ^b	8.50	136.00
	Ties	4 ^c		
	Total	20		

Based on the table 4.6, the comparison of pre-test and post-test scores shows that there are no negative ranks (0), meaning that no students experienced a decline in scores after the treatment. There are 16 students (positive ranks) with a Mean Rank of 8.50 and a Sum of Ranks of 136.00, indicating that most students experienced an increase in scores from the pre-test to the post-test. Meanwhile, there are 4 students (ties) who obtained the same scores on the pre-test and post-test, thus showing no change. Wilcoxon Signed Ranks Test, where the Asymp. Sig. (2-tailed) value obtained is less than 0.05. Thus, it can be concluded that there is a significant difference between the pre-test and post-test results. This indicates that the treatment given, namely the use of Canva media, has a positive and significant effect on improving students' writing skills.

Table 4.7 Statistical Results of Pre- Test & Post- Test

Class	Type of Test	Comparison Variable	Asymp. Sig. (2-tailed)	Description
Experiment	Wilcoxon Signed Rank Test	Pre-test – Post-test	0,000	There is a significant difference
Control	Wilcoxon Signed Rank Test	Pre-test – Post-test	0,000	There is a significant difference
Experiment vs Control	Man Whitney U Test	Post-test Eksperiment – Post-test Control	0,003	There is a significant difference

The results of the analysis show that both the experimental class and the control class experienced an increase in learning outcomes, as evidenced by the Asymp. Sig. (2-tailed) = 0.000 (< 0.05) value in the Wilcoxon Signed Rank Test. This means that there is a significant difference between the pre-test and post-test scores in both classes. However, the improvement in the experimental class was higher than that in the control class. This was confirmed by the Mann-Whitney U test, where the Asymp. Sig. (2-tailed) = 0.003 (< 0.05) value indicated a significant difference between the post-test scores of the experimental class and the control class. In other words, although both classes experienced improvement, the use of Canva media in the experimental class was more effective in improving students' writing skills than the conventional learning applied in the control class.

The Wilcoxon test was chosen as part of the non-parametric test because the normality test results showed that the data were not normally distributed.³⁵ Thus, the use of a non-parametric test was considered more appropriate, as it does

³⁵ J.B.Heaton, *Ok-Writing-English-Language-Tests-j-b-Heaton.Pdf*, Ed. Jeremy Harmer and Roy Kingsbury, New Edition(Unlited State of America, 1975

not require the assumption of normal distribution and is still able to provide valid analysis results for the differences between pre-test and post-test scores.

2. Students' Perceptions of Using Canva in Writing Procedure Text

This study also used a questionnaire to determine students' perceptions of the use of Canva in procedural text learning. The questionnaire was designed to explore students' views on the appeal, ease of use, obstacles, benefits, and shortcomings of Canva in supporting the writing learning process.

a. Statement 1 : Using canva makes learning procedure texts more interesting.

Table 4.8 Score of the Statement 1

Category	N	Persentase
Strongly Agree	14	70%
Agree	4	20%
Neutral	2	10%
Disagree	-	0%
Strongly Disagree	-	0%

Based on the table 4.8, it is evident that most students gave positive responses. A total of 70% of students strongly agreed and 20% agreed, while only 10% chose neutral, and no students disagreed or strongly disagreed.

b. Statement 2 : I find it easier to create procedure texts after learning with canva application.

Table 4.9 Score of the Statement 2

Category	N	Persentase
Strongly Agree	7	35%
Agree	11	55%
Neutral	2	10%
Disagree	-	0%
Strongly Disagree	-	0%

Based on Table 4.9, most students responded positively to the statements presented. A total of 35% of students chose strongly agree and 55% chose agree. In addition, 10% of students chose the neutral category, while none chose disagree or strongly disagree.

c. Statement 3 :I have difficulty using canva because it depends on the internet.

Table 4.10 Score of the Statement 3

Category	N	Persentase
Strongly Agree	-	0%
Agree	4	20%
Neutral	10	50%
Disagree	6	30%
Strongly Disagree	-	0%

Based on Table 4.10, it is known that most students gave neutral responses, namely 50%. A total of 20% of students agreed, while the other 30% disagreed. No students strongly agreed or strongly disagreed.

d. Statement 4 : I find learning more enjoyable with canva.

Table 4.11 Score of the Statement 4

Category	N	Persentase
Strongly Agree	6	30%
Agree	8	35%
Neutral	5	25%
Disagree	1	10%
Strongly Disagree	-	0%

Based on Table 4.11, students' responses to the statements tended to be positive. Thirty percent of students chose strongly agree and 35% chose agree, so a total of 65% of respondents gave a positive assessment. Meanwhile, 25% of students were in the neutral category, 10% disagreed, and none chose strongly disagree.

e. Statement 5 : I feel that using Canva makes it easier to remember the steps in the procedure text.

Table 4.12 Score of the Statement 5

Category	N	Persentase
Strongly Agree	6	30%
Agree	11	55%

Neutral	3	15%
Disagree	-	0%
Strongly Disagree	-	0%

Based on Table 4.12, it is known that most students gave positive responses. There were 30% of students who chose strongly agree and 55% of students who chose agree, so that a total of 85% of respondents agreed with the statements presented. In addition, 15% of students were in the neutral category, and none chose disagree or strongly disagree.

f. Statement 6 : I often have trouble using the features in canva.

Table 4.13 Score of the Statement 6

Category	N	Persentase
Strongly Agree	1	5%
Agree	4	20%
Neutral	12	60%
Disagree	3	15%
Strongly Disagree	-	0%

The table 4.13 shows that most students gave a neutral response, namely 60%. A total of 20% of students agreed and 5% strongly agreed, meaning that 25% of respondents found it quite difficult to use the Canva feature. Meanwhile, 15% of students disagreed, and none strongly disagreed.

g. Statement 7 : I feel that learning is more effective with canva's help.

Table 4.14 Score of the Statement 7

Category	N	Persentase
Strongly Agree	7	35%
Agree	3	15%
Neutral	10	50%
Disagree	-	0%
Strongly Disagree	-	0%

In the table 4.14, it can be seen that most respondents gave a neutral response to the statement, which was 50%. A total of 35% of students chose strongly agree and another 15% chose agree, so a total of 50% of respondents gave a positive assessment. No students stated disagree or strongly disagree.

h. Statement 8 : Some of the available templates can only be accessed with a pro account, which limits my ability to use them.

Table 4.15 Score of the Statement 8

Category	N	Persentase
Strongly Agree	7	35%
Agree	7	35%
Neutral	2	10%
Disagree	2	10%
Strongly Disagree	2	10%

Table 4.15 shows the variation in opinions. A total of 35% of students chose strongly agree and another 35% chose agree, so a total of 70% of respondents felt that limited access to templates on pro accounts was an obstacle to using Canva. Meanwhile, 10% of students were neutral, and another 10% disagreed.

i . Statement 9 : Using canva helps me learning collaboratively with friends.

Table 4.16 Score of the Statement 9

Category	N	Persentase
Strongly Agree	7	35%
Agree	10	50%
Neutral	3	15%
Disagree	-	0%
Strongly Disagree	-	0%

Based on Table 4.16, it can be seen that most respondents gave positive responses to the statements presented. A total of 35% of students chose strongly agree and 50% chose agree, meaning that a total of 85% of respondents agreed. In addition, 15% of students were in the neutral category, while none chose disagree or strongly disagree.

j . Statement 10 : I find it difficult to arrange images and graphics appropriately.

Table 4.17 Score of the Statement 10

Category	N	Persentase
Strongly Agree	1	5%
Agree	2	10%
Neutral	10	50%
Disagree	7	35%
Strongly Disagree	-	0%

Based on Table 4.17, it was found that most students gave a neutral response, namely 50%. A total of 10% of students chose agree and 5% of students stated strongly agree, so that a total of 15% of respondents felt they had difficulty arranging images and graphics in Canva. Meanwhile, 35% of students stated disagree and none chose strongly disagree.

Based on the results of data analysis from the ten tables provided, students generally responded positively to the use of Canva in procedural text learning. Most students stated that Canva could simplify the writing process, make learning more interesting, and provide a more dynamic learning environment. The high percentage of “agree” and “strongly agree” responses in most tables is evidence of this. However, students still face several challenges, such as dependence on internet connection, limited access to features in pro accounts, and some minor issues in using certain functions, such as arranging graphics and photos. However, these obstacles are not particularly significant, as most students chose the neutral

or disagree categories in response to statements about these difficulties. Thus, it can be concluded that Canva is well received by students as an effective learning tool, even though there are still limitations that need to be considered.

3. Hypothesis Testing

The results of the Wilcoxon Signed Rank Test showed a significant difference between the pre-test and post-test scores in both the experimental and control classes (sig. = 0.000 < 0.05). However, the improvement in the experimental class was higher than that in the control class. The results of the Mann-Whitney U Test reinforce these findings, showing a significant difference between the post-test scores of the experimental and control groups (sig. = 0.003 < 0.05). This indicates that the use of Canva is more effective than conventional teaching methods.

Additionally, the results of the student perception questionnaire showed positive responses, with the highest mean on the aspect of Canva making learning more interesting (4.6) and helping to simplify writing (4.25). Despite challenges such as limited access to pro features and some technical difficulties, Canva was generally well-received and supported improvements in students' writing skills. Thus, it can be concluded that the alternative hypothesis (H_a) is accepted, and (H_o) is rejected, meaning that the use of Canva has a significant effect on improving students' procedural text writing skills.

B. Discussion

The results of the researcher's analysis, which showed that many students had difficulty in writing effectively. In other hand the observation to the ninth grade students at SMPIT Insan Madani Palopo, the researcher also found that some students lacked interest in learning due to a lack of motivation, especially in writing and speaking English. They had difficulty expressing their thoughts in writing.

In this study, to assess and measure students' writing skills, the researcher used a pre-test. This test was administered to both the control group and the experimental group before the intervention was implemented. The researchers conducted the treatment over five sessions using procedural text materials focused on five main aspects of writing skills: content, organization, vocabulary, language use, and mechanics. A post-test was also administered to the students after the treatment was implemented.

The treatment focused on learning about important aspects of writing procedural texts. In the first meeting, the researcher taught students the meaning of procedural texts and vocabulary. In the next meeting, students learned about content and organization in writing procedural texts, followed by writing mechanisms such as the use of capital letters and punctuation marks, as well as the correct use of language in writing procedural texts until the last meeting. After all the treatments were completed, a post-test was conducted to assess the students' writing skills. To improve the students' procedural text writing skills in the experimental class, the researcher used the Canva application as a learning

medium. In the control class, the researcher used conventional learning methods and did not use the Canva application as a learning medium.

Based on the results of the study, the use of the Canva application during the learning process had a significant positive impact on the ability of ninth-grade students to write procedural texts. This was evidenced by the difference in post-test results between the experimental group and the control group, where the average score of students in the experimental group increased more significantly than that of the control group. The experimental group showed an average increase of 25.85 points, while the control group only experienced an increase of 15.15 points.

From observations made during the learning process, students in the experimental class were more motivated, active, and enthusiastic. The Canva application has a variety of interesting and diverse visual features that make it easier for students to organize their writing logically and systematically. Meanwhile, students who used the conventional method, namely the control class, tended to write procedural texts in a monotonous format. Some students also struggled to adjust the order of steps and paid less attention to linguistic aspects, as they did not utilize visual aids through the Canva app, which supports students' thinking processes.

The results of this study indicate that the application of Canva in learning, especially procedural texts, effectively improves students' writing skills. This is in line with research conducted by Siti Masturoh, which shows that the use of Canva

in writing also results in significant improvements³⁶. Additionally, Ridwan Sidiq, Nunuy Nurjanah, and Chey Retty Isnendes used a quasi-experimental one-group pretest-posttest design and reported improvements with a significance level of $p < 0.05$ ³⁷. This is related to Mayer's Multimedia Learning Theory³⁸, which states that the use of text and images can enhance understanding and facilitate students' cognitive processes during writing.

There were various benefits to using Canva in writing education. Canva offered a variety of interesting themes, user-friendly design elements, and text and visual integration that could enhance students' inspiration and creativity in writing. Because they could visualize their ideas as expressive designs, this medium also motivated students to organize their thoughts more systematically. In addition, Canva was flexible and available for free on digital platforms, making it useful for both educators and students during the educational process. The use of Canva also contributed to improving students' writing skills in various aspects, such as mechanism, language use, organization, content, and vocabulary. However, the most significant improvement in this study was seen in vocabulary, as the design process encouraged students to search for and use more diverse and contextual vocabulary to match the visual messages they created. This is in line with research (Selvia Widiarti, 2024) that students can more easily remember

³⁶ Siti Masturoh, et.al. "The Use Of Canva To Improve Students Writing Skills On Procedure Text" 2023, Journal of Social Science Research.

³⁷ Farhana Jamaludin et.al (2023). CANVA as a Digital Tool for Effective Students Learning Experience. *Journal of Advanced Research in Computing and Applications* (33)1.

³⁸ Mayer R. E (2001) . *Multimedia Learning* , Cambridge University Press.

vocabulary with varied image elements on the Canva application.³⁹ Canva, however, had several drawbacks. First, teacher guidance was needed to prevent students from relying too much on attractive visual content, as this could cause them to focus too much on visual elements rather than the text content of their writing. Second, some students might have had difficulty using digital devices and had limited internet access. Third, teachers or students might have encountered difficulties using premium services because not all Canva features were available for free. Therefore, the use of Canva should have been combined with intensive guidance from teachers to ensure that the main objectives of writing instruction were optimally achieved.

³⁹ Zilvia Widiarti (2024). The Effect of Canva Based Flashcard on Students' Vocabulary Mastery. *JOURNAL OF ENGLISH LANGUAGE AND EDUCATION*, Vol 9 No. 4.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research conducted, the following conclusions were drawn:

This study aimed to improve students' writing skills using the Canva application, particularly in writing procedural texts. The findings revealed a higher post-test score in the experimental class compared to the control class. This improvement encompassed aspects such as text organization, vocabulary usage, grammar, and clarity of instructions in writing procedural texts. Students can generate ideas, plan steps, and compose texts with the help of Canva's graphic features. As a result, this application encourages students to write more creatively while strengthening their understanding of procedural texts.

In addition, based on the results of the student perception questionnaire, it can be concluded that the use of Canva in teaching procedural writing received positive responses. Most students stated that Canva is interesting and fun, thereby increasing their interest in learning, and is considered to make it easier for them to understand and remember the steps of writing. However, there are several obstacles encountered, such as dependence on the internet network, limited access to premium features, and technical difficulties in arranging images or certain design elements. Nevertheless, the benefits outweigh the disadvantages, because Canva not only helps students write in a more structured and creative way, but also supports collaboration and provides a more interactive learning experience.

Thus, Canva can be seen as an effective learning medium, although its use still needs to be accompanied by teacher guidance to overcome existing limitations.

Overall, this study proves that the Canva application can be used as an innovative and effective alternative learning medium to improve students' procedural writing skills, while supporting the application of Multimedia Learning theory, which emphasizes the integration of text and visuals in the learning process.

B. Suggestion

Based on the findings and conclusions of this study, the researchers offer the following recommendations:

a. For Teachers

Teachers are encouraged to use the Canva app to motivate students and facilitate their creativity not only in writing, but also in reading, listening, and speaking. However, teachers are expected to provide clear guidance and instructions to maximize the effectiveness of using the Canva app in the learning process.

b. For Students

Students are encouraged to use Canva not only in class but also in independent learning. With Canva, students can improve their writing skills through interaction with visual support and structured templates.

c. For Researchers

For future researchers, it is recommended to further explore additional indicators related to writing methods and conduct further research using a broader

population or different student levels to enrich findings regarding Canva's effectiveness in writing skills. Researchers can also combine Canva with digital tools or other strategies to assess its impact.

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Appendix 1 : Surat Izin Meneliti


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN
 Kampus II Jl. Agatis Kel. Bafandal Koc. Bara 91914 Kota Palopo
 Email: ftik@iainpalopo.ac.id / https://ftik.iainpalopo.ac.id

Nomor : B- 1663 /In.19/FTIK/HM.01/06/2025 Palopo, 20 Juni 2025
 Lampiran : -
 Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Kota Palopo
 di Kota Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, disampaikan bahwa mahasiswa (i):

Nama	: Atlira Andira Putri
NIM	: 2102020079
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Tahun Akademik	: 2024/2025

akan melaksanakan penelitian dalam rangka penulisan skripsi dengan judul: **“Using Canva Application to Improve Students’ Writing Skill at SMPIT Insan Madani Palopo”**. Untuk itu dimohon kiranya Bapak/Ibu berkenan memberikan surat izin penelitian.

Demikian surat permohonan ini, atas perhatian dan kerjasama diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.


 Prof. Dr. Sukirman, S.S., M.Pd.
 NIP. 196705162000031002

Appendix 2 : Surat Izin Penelitian



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Jl. R. H. M. Hasjain, No. 5, Kota Palopo, Kode Pos: 91921
 Telp/Fax : (0471) 326048, Email : dpmpitapp@palopokota.go.id, Website : http://dpmpitpalopokota.go.id

SURAT KETERANGAN PENELITIAN
 NOMOR : 500.16.7.2/2025.0884/P/DPMPITS/PI/NI

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi.
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja.
3. Peraturan Menteri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian.
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo.
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelempahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : **ATLIRA ANDIRA PUTRI**
 Jenis Kelamin : **P**
 Alamat : **Jl. Andi Tendriajeng Kota Palopo**
 Pekerjaan : **Mahasiswa**
 NIM : **2102020079**

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

Using Canva Application to Improve Students' Writing Skill at SMPIT Insan Madani Kota Palopo

Lokasi Penelitian : **SMPIT INSAN MADANI PALOPO**
 Lamanya Penelitian : **30 Juni 2025 s.d. 30 September 2025**

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) esampiran foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.


Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 1 Juli 2025


 Ditandatangani secara elektronik oleh
 Kepala DPMPITSF Kota Palopo
SYAMBSURIADI NUR, S.STP
 Pangkat : Pembina IV/a
 NIP : 19850211 200312 1 002


Tembusan, Kepada YB:

1. Wali Kota Palopo.
2. Dandim 1403 SWG.
3. Kapolres Palopo.
4. Kepala Badan Kesbang Prov. Sul-Sel.
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo.
6. Kepala Badan Kesbang Kota Palopo.
7. Instansi terkait tempat dilaksanakan penelitian.



Dokumen ini dibentangkan secara elektronik menggunakan Sistem Elektronik yang diterbitkan dan Bisa Sertifikat Elektronik (SSE-E), Badan Siber dan Sandi Negara (BSN)

Appendix 3 : Surat Izin Selesai Meneliti

 **DINAS PENDIDIKAN KOTA PALOPO**
SMP ISLAM TERPADU INSAN MADANI
YAYASAN NURUL ISLAM KOTA PALOPO
Jl. Islamic Centre 1 Km. 4 Binturu Kota Palopo, Telp. (0471) 3200112, email. smpit.insanmadani07@gmail.com


SMPIT INDONESIA
Menyempurnakan, Meningkatkan, dan Mengembangkan

SURAT PERNYATAAN


Yang bertandatangan di bawah ini Kepala Sekolah :


Nama : Nirwana Bidu, S.Pd., M.Pd
NIP : 19770904 200312 2 007
Jabatan : Kepala Sekolah SMPIT Insan Madani Palopo

Dengan ini menyatakan bahwa saudari :

Nama : Atlira Andira Putri
Nim : 210 2020 079
Pekerjaan : Mahasiswi

Telah menyelesaikan penelitian mulai tanggal 29 Juli 2025 sampai dengan 05 Agustus 2025 dalam rangka penulisan skripsi yang berjudul **“Using Canva Application to Improve Students Writing Skill at SMPIT Insan Madani Palopo”**

Palopo, 15 Agustus 2025
Kepala Sekolah

Nirwana Bidu, S.Pd., M.Pd
NIP. 19770904 200312 2 007



Appendix 4 : Halaman Persetujuan Pembimbing

HALAMAN PERSETUJUAN PEMBIMBING

Setelah menelaah dengan seksama skripsi berjudul :

**USING CANVA APPLICATION TO IMPROVE STUDENTS'
WRITING SKILL AT SMPIT INSAN MADANI PALOPO**


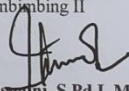
Yang ditulis oleh :

Nama : Atlira Andira Putri
NIM : 2102020079
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak untuk di ajukan pada ujian/seminar hasil penelitian.

Demikian persetujuan ini dibuat untuk proses selanjutnya.

Palopo, 11 september 2025

<p>Pembimbing I</p>  <p><u>Dr. Jufriadi, S.S., M.Pd.</u> NIP. 197207272006041002</p>	<p>Pembimbing II</p>  <p><u>Husrani, S.Pd.L., M.Pd.</u> NIP. 198408202009022007</p>
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Appendix 5 : Nota Dinas Pembimbing 1 & 2

NOTA DINAS PEMBIMBING

Palopo, 11 September 2025

Lamp :
Hal : Skripsi an. Atlira Andira Putri

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di
Palopo

Assalamu'alaikum Warahmatullahi Wabarakatuh.


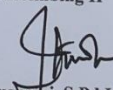
Setelah melakukan bimbingan, baik dari segi isi, Bahasa, maupun Teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama : Atlira Andira Putri
NIM : 21 0202 0079
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **USING CANVA APPLICATION TO IMPROVE STUDENTS' WRITING SKILL AT SMPIT INSAN MADANI PALOPO**

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian/seminar hasil penelitian.

Demikian disampaikan untuk proses selanjutnya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

<p>Pembimbing I</p>  <p>Dr. Jufriadi, S.S., M.Pd. NIP. 197207272006041002 Tanggal 15/09/2025</p>	<p>Pembimbing II</p>  <p>Hushaini, S.Pd.I., M.Pd. NIP. 19840820 200902 2 007 Tanggal 12/09/2025</p>
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Appendix 6 : Lembar Validasi Instrumen Penelitian

LEMBAR VALIDASI INSTRUMENT

USING CANVA APPLICATION TO IMPROVE STUDENTS WRITING SKILL AT SMPIT INSAN MADANI PALOPO

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
 - 1: Tidak sesuai
 - 2: Kurang sesuai
 - 3: Cukup sesuai
 - 4: Sesuai
 - 5: Sangat sesuai
4. Anda dimohon kesediaannya untuk memberikan saran perbaikan pada akhir lembar ini.

B. Penilaian Kesesuaian Instrumen

No	Uraian	Kesesuaian				
		1	2	3	4	5
I	Aspek Isi					
a	Tujuan penelitian dinyatakan jelas					✓
b	Tujuan kuesioner dinyatakan dengan jelas				✓	
c	Petunjuk pengisian kuesioner mudah dipahami				✓	
II	Aspek Cakupan (Isi)	1	2	3	4	5
a	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					✓

b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.						✓
III	Aspek Bahasa	1	2	3	4	5	
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.						✓
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.						✓
c	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.						✓

C. Komentar

- Perlu menambahkan tujuan penelitian pada bagian awal instrumen / angket
- Ada beberapa kalimat yg perlu direvisi

D. Saran

- Susunan opsi jawaban sudah logis tapi sebaiknya diurutkan
- Untuk validasi isi instrumen telah mencakup 5 indikator penting yang relevan dan sesuai teori persepsi teknologi pembelajaran

E. Kesimpulan

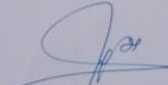
Instrumen kuesioner ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut.

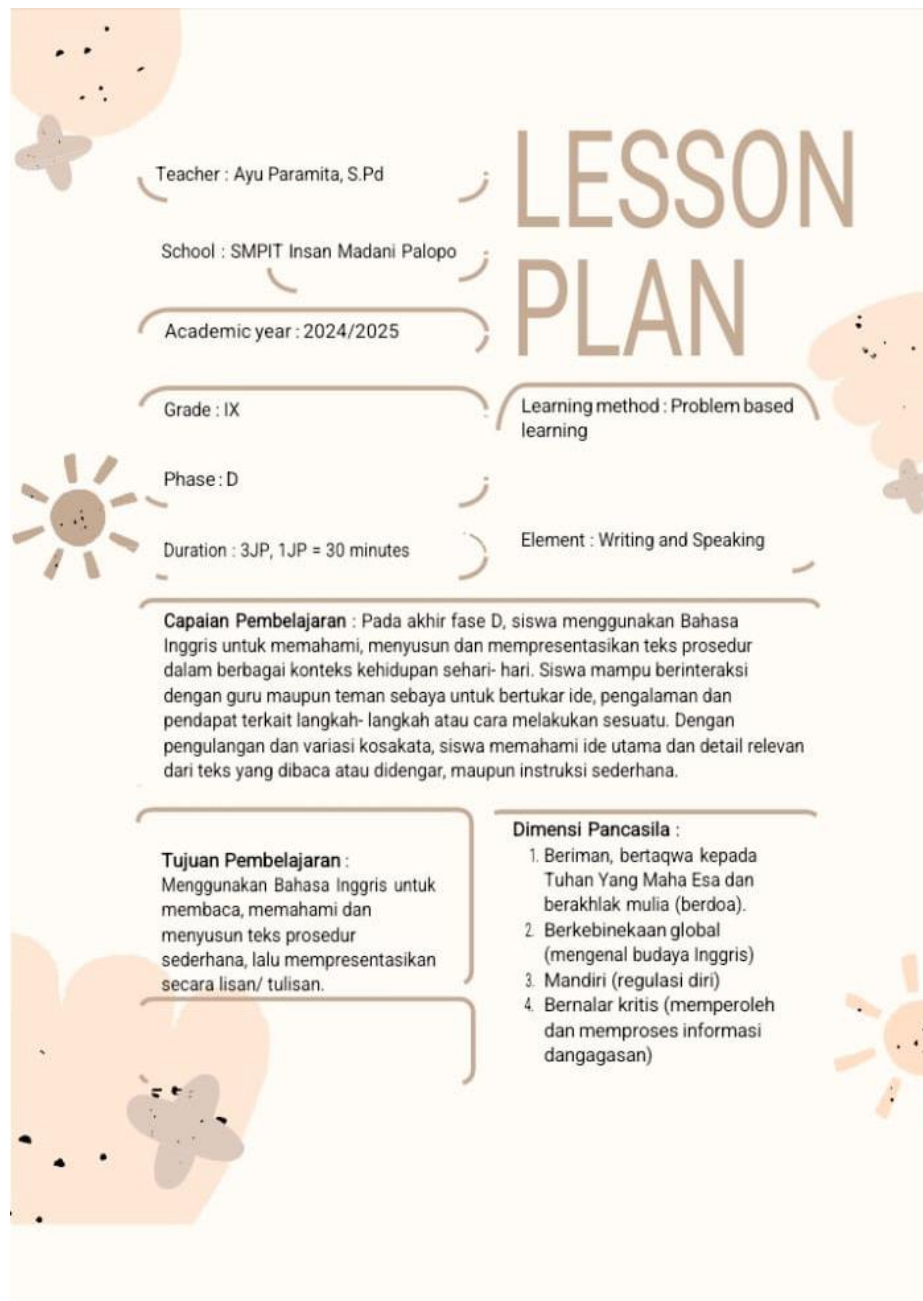
.....
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.....
.....

Palopo, 02 Juli 2025

Validator


Dewi Furwana, M.Pd.

Appendix 7 : RPP



Teacher : Ayu Paramita, S.Pd

School : SMPIT Insan Madani Palopo

Academic year : 2024/2025

Grade : IX

Phase : D

Duration : 3JP, 1JP = 30 minutes

Learning method : Problem based learning

Element : Writing and Speaking

LESSON PLAN

Capaian Pembelajaran : Pada akhir fase D, siswa menggunakan Bahasa Inggris untuk memahami, menyusun dan mempresentasikan teks prosedur dalam berbagai konteks kehidupan sehari-hari. Siswa mampu berinteraksi dengan guru maupun teman sebaya untuk bertukar ide, pengalaman dan pendapat terkait langkah- langkah atau cara melakukan sesuatu. Dengan pengulangan dan variasi kosakata, siswa memahami ide utama dan detail relevan dari teks yang dibaca atau didengar, maupun instruksi sederhana.

Tujuan Pembelajaran : Menggunakan Bahasa Inggris untuk membaca, memahami dan menyusun teks prosedur sederhana, lalu mempresentasikan secara lisan/ tulisan.

Dimensi Pancasila :

1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia (berdoa).
2. Berkebinekaan global (menenal budaya Inggris)
3. Mandiri (regulasi diri)
4. Bernalar kritis (memperoleh dan memproses informasi dangagasan)

Bahan ajar : Cambridge Pre A1 Starters Vocabulary List

Pemahaman bermakna :

Siswa mampu mengungkapkan rasa suka dan tidak suka terhadap suatu benda.

Pertanyaan pemantik:

1. Do you like apple?
2. What fruit do you like?
3. What subject do you like?
4. What colour do you like?

Indikator keberhasilan :

1. Peserta mampu menyebutkan bahan/ alat (materials) yang digunakan

Asesmen :

1. Asesmen diagnostik : tes lisan
2. Asesmen formatif : tanya jawab (speaking)

Sarana dan prasana :

1. LCD Projector
2. Laptop
3. Jaringan internet
4. Papan tulis, spidol, penghapus

RENCANA KEGIATAN

Kegiatan awal :

- Guru menampilkan sebuah contoh teks prosedur sederhana melalui LCD projektor.
- Peserta didik teks tersebut, lalu bersama guru mengidentifikasi bagian inti teks
- Peserta didik secara berkelompok menyusun langkah- langkah prosedur dari gambar/ urutan acak yang diberikan guru.

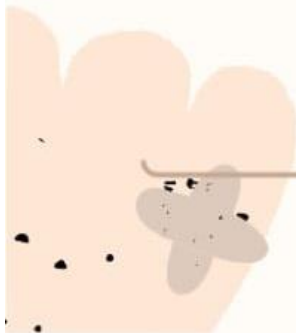
- Peserta didik menuliskan kembali teks prosedur sederhana di bukunya dengan bahasa Mereka sendiri.
- Beberapa kelompok membacakan membacakan hasil teks prosedur didepan kelas, sedangkan guru dan teman- teman menanggapi.

**Kegiatan inti:**

1. Guru membagi peserta didik menjadi beberapa kelompok.
2. Guru membagikan gambar ke masing-masing kelompok.
3. Peserta didik diminta untuk mendiskusikan gambar tersebut serta mengelompokkan/ menyusun sesuai dengan urutan teks prosedur
4. Masing-masing kelompok mempresentasikan apa yang mereka kerjakan di depan kelas.
5. Guru dan peserta didik mengevaluasi hasil presentasi peserta didik.
6. Guru memberikan konfirmasi dan penguatan.

Kegiatan Penutup:

1. Peserta didik membuat kesimpulan materi pembelajaran.
2. Guru meninjau ketercapaian pembelajaran dan memberi nilai.
3. Peserta didik menulis refleksi berupa apa yang dipelajari dan perasaan selama belajar.
4. Guru memberi daftar kosakata yang akan dihafalkan siswa di rumah dan memberi tahu materi yang akan dipelajari pada pertemuan berikutnya.
5. Peserta didik memimpin doa di akhir pembelajaran.
6. Guru menutup kegiatan pembelajaran dengan mengucapkan salam.





ASESMEN

Asesmen Diagnostik : Tes lisan

Guru menampilkan gambar aktivitas sehari-hari (misalnya membuat teh, membuat jus, menyalakan kipas, dll) melalui LCD proyektor.

Pertanyaan:

1. What do you need to make a cup of tea ?
2. What do you need to make orange juice ?
3. What should you do first to turn on a fan ?

Asesmen Formatif :

1. Tes lisan (Cambridge Pre A1 Starters Volume 1)
2. Observasi



Appendix 8 : Pre – Test & Post- Test Worksheet**PRE- TEST**

Please write a procedure text about " How to Make a Cup of Coffe " by using sequence words (first, second, then, next, finally).

Name :

A. Materials

B. Tools

C. How to make

POST- TEST

Please write a procedure text about " How to Make a Cup of Coffe " by using sequence words (first, seond, then, next, finally).

Name :

Appendix 9 : Pre- Test Results (Experiment & Control Class)

No.: PRE - TEST Date: _____

Procedurg text about "How to make a cup of coffe"
 by using sequence words (first, second, then, next, fin)

Nama : Itfha Aljazia Asrha IXE

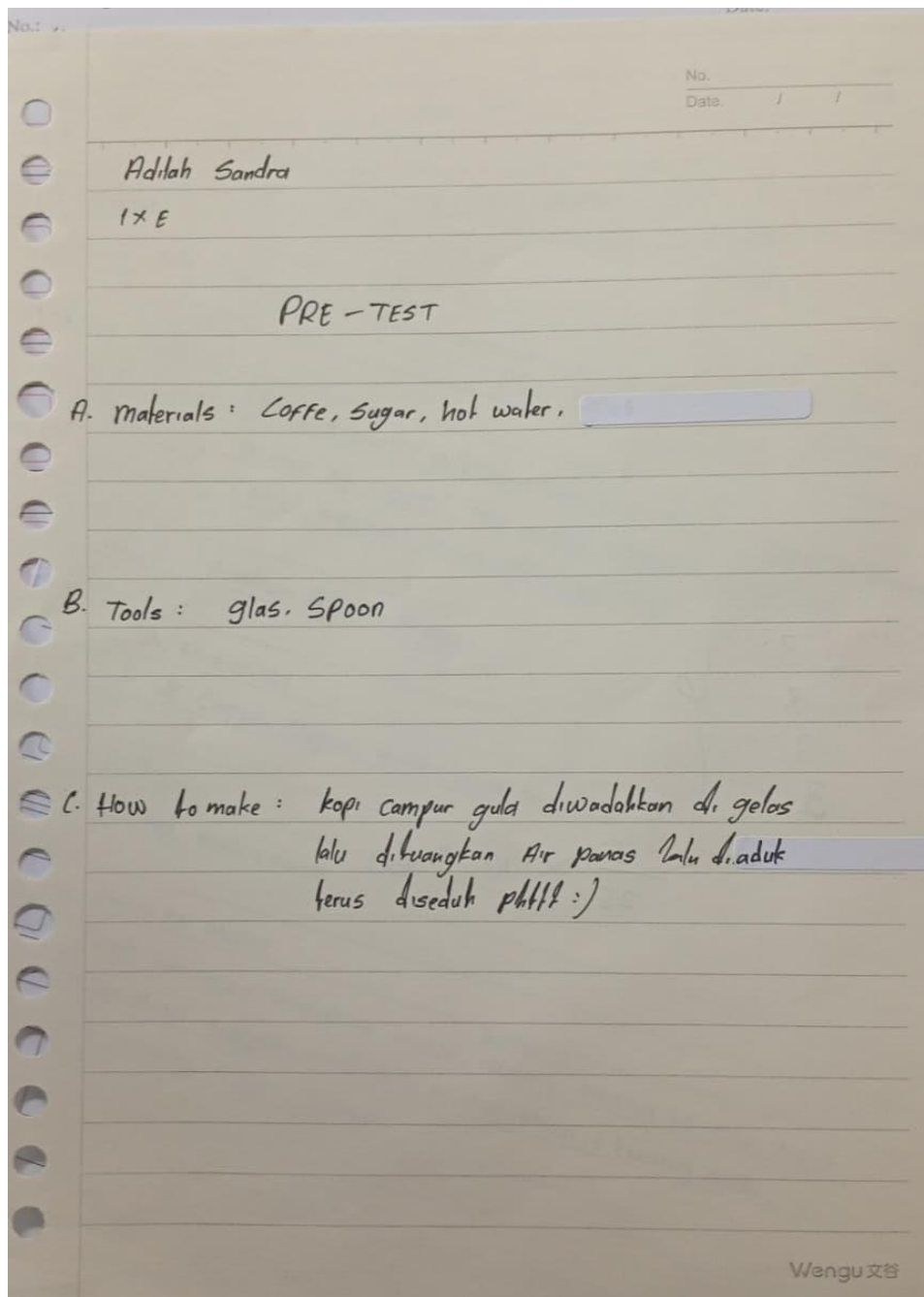
A. Materials = kopi, air, gula pasir

B. Tools = gelas, sendok

C. How to make = tuang bubuk kopi, masukkan air, masukkan gula, aduk, Minum ☺

Have a nice day. deli

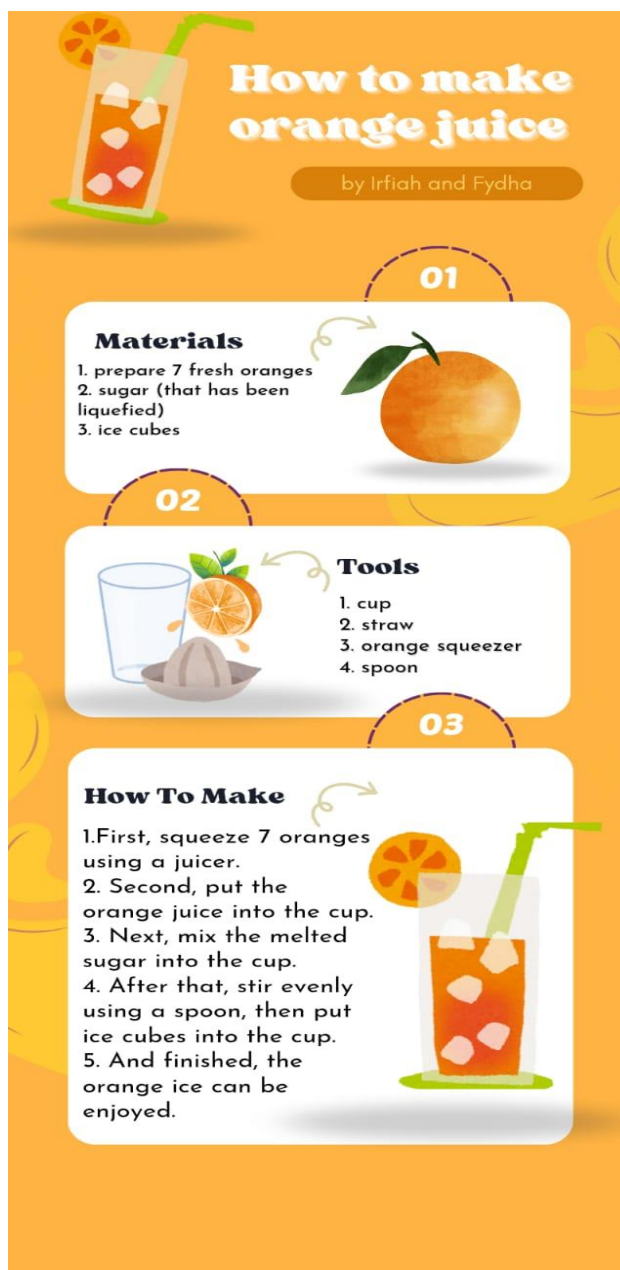
Content	Mechanism	Vocabulary	Language Use	Organization	Score
1	1	1	1	1	5



Content	Mechanism	Vocabulary	Language Use	Organization	Score
1	1	1	1	1	5

Appendix 10 : Treatment

Experiment Class



How to make orange juice

by Irfiah and Fydha

01

Materials

1. prepare 7 fresh oranges
2. sugar (that has been liquefied)
3. ice cubes

02

Tools

1. cup
2. straw
3. orange squeezer
4. spoon

03

How To Make

1. First, squeeze 7 oranges using a juicer.
2. Second, put the orange juice into the cup.
3. Next, mix the melted sugar into the cup.
4. After that, stir evenly using a spoon, then put ice cubes into the cup.
5. And finished, the orange ice can be enjoyed.

Content	Mechanism	Vocabulary	Language Use	Organization	Score
5	4	5	5	5	24

How to make

Lychee tea

MATERIALS:

- LYCHEE FRUIT
- SODA WATER
- WATER
- BASIL SEEDS
- NATA DE COCO
- TEA POWDER
- ICE
- SUGAR



TOOLS:



HOW TO MAKE:

- FIRST, PREPARE A GLASS, THEN ADD THE LYCHEE, NATA DE COCO, AND BASIL SEEDS. THEN, ADD THE ICE CUBES.
- NEXT, IN A SEPARATE GLASS, COMBINE THE WATER, TEA POWDER, AND SODA. STIR UNTIL WELL COMBINED.
- FINALLY, POUR THE MIXTURE INTO THE GLASS FILLED WITH LYCHEE UNTIL IT'S FULL. READY TO ENJOY



group 4

Content	Mechanism	Vocabulary	Language Use	Organization	Score
4	4	4	5	5	22

Control Class

No. _____
Date: _____

kelompok 3

"How to make a sandwich"

- Materials:

- 2 slices of bread
- 2 slices of cheese
- 2 slices of ham or other deli meat
- 2 slices of tomato
- A few lettuce leaves
- Butter or mayonnaise
- mustard
- salt and pepper

- Tools:

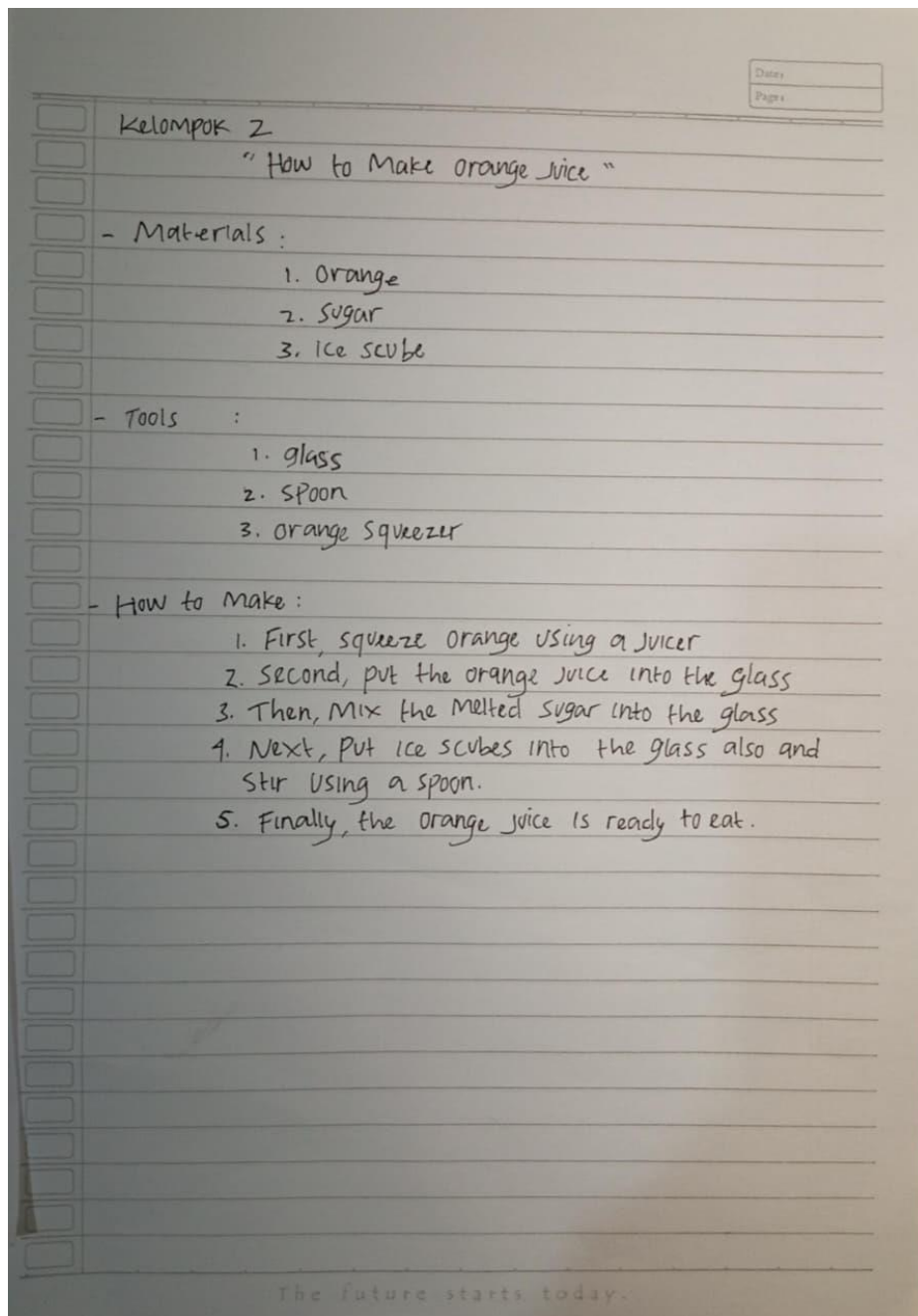
- knife
- Plate
- cutting board
- kitchen knife
- Toaster

- How to make:

- First, Take 2 slices of bread and put them on a plate
- Spread butter on one side of each bread slice.

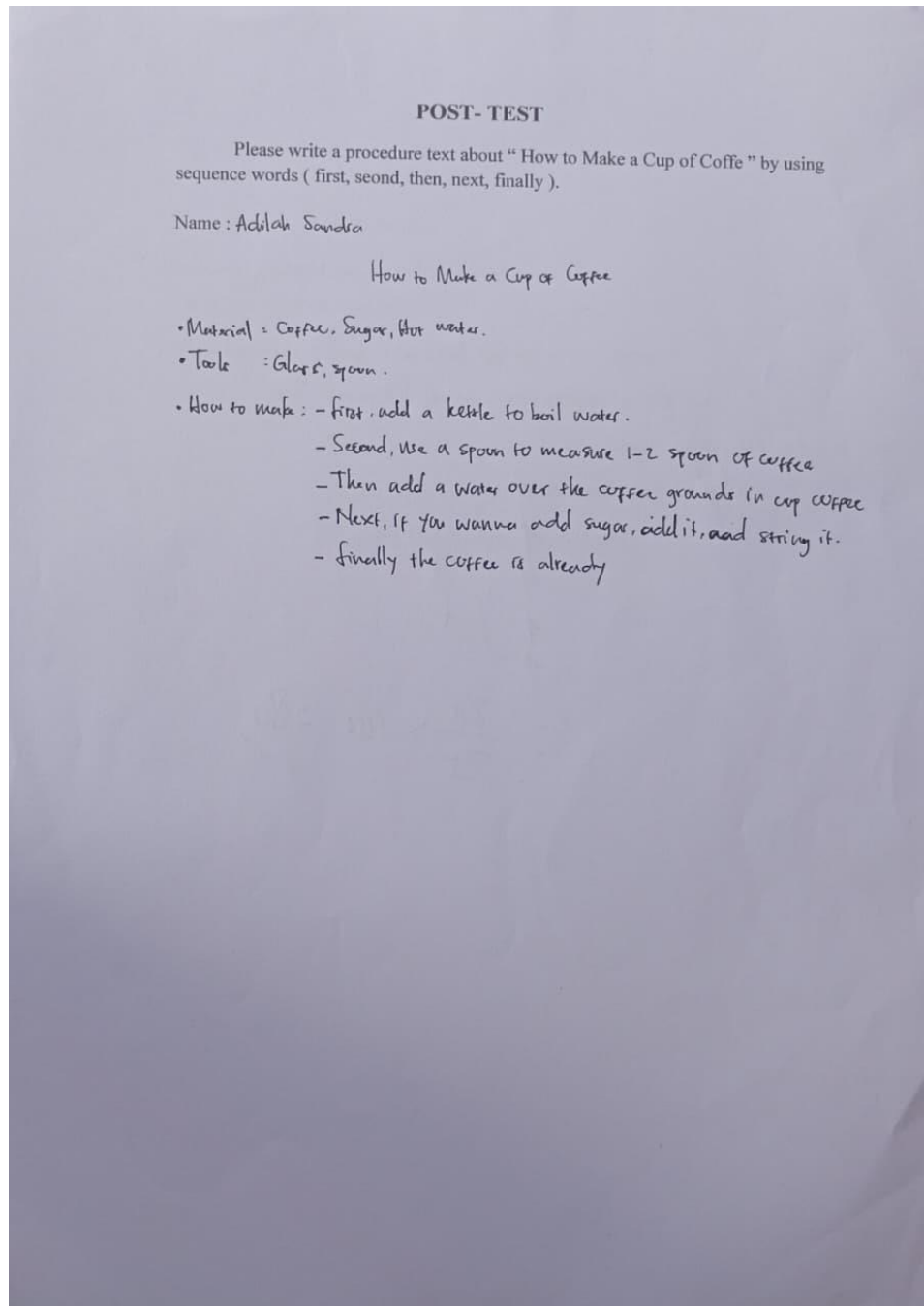
SIDU

Content	Mechanism	Vocabulary	Language Use	Organization	Score
5	3	5	4	4	21



Content	Mechanism	Vocabulary	Language Use	Organization	Score
4	4	5	4	4	21

Appendix 11 : Post- Test Result (Experiment & Control Class)



Content	Mechanism	Vocabulary	Language Use	Organization	Score
4	3	4	4	3	18

POST- TEST

Please write a procedure text about "How to Make a Cup of Coffee" by using sequence words (first, second, then, next, finally).

Name : Amirah Alifah Arman.

Materials : Coffee, sugar, & hot water

Tools : Cup & spoon.

How to make : First, I am open the wrap of coffee

Second, I am pour the coffee on the cup

Then, pour the sugar. If you wanna sweet, add a lot of sugar

Next, add the hot water and add the milk.

Finally, the coffee is already.

Content	Mechanism	Vocabulary	Language Use	Organization	Score
3	3	4	3	3	16

Appendix 12 : Table Scors Pre- Test, Post- Test & Quisionnaire

(Experiment Class)

a. Pre- Test

Sample	Aspect of Writing Assesment					Total Score	Score of Test	Classification
	C	M	V	L.U	O			
S1	3	3	3	3	3	15	60	Fairly
S2	3	3	3	3	2	14	56	Fairly
S3	2	3	3	3	2	13	52	Fairly
S4	4	3	3	3	3	16	64	Fairly
S5	4	3	3	3	4	17	68	Fairly
S6	3	3	3	3	2	14	56	Fairly
S7	3	3	3	3	2	14	56	Fairly
S8	3	3	3	3	3	15	60	Fairly
S9	4	3	3	3	3	16	64	Fairly
S10	4	3	3	3	2	15	60	Fairly
S11	4	3	3	3	4	17	68	Fairly
S12	3	3	3	3	3	15	60	Fairly
S13	3	3	3	3	3	15	60	Fairly
S14	3	3	2	3	3	14	56	Fairly
S15	3	3	3	3	3	15	60	Fairly
S16	2	3	3	3	3	14	56	Fairly
S17	3	3	2	3	3	14	56	Fairly
S18	3	3	3	3	3	15	60	Fairly
S19	4	3	3	3	4	17	68	Fairly
S20	3	3	2	3	3	14	56	Fairly
Total							1196	
						Mean	59,8	

b. Post- Test

Sample	Aspect of Writing Assesment					Total Score	Score of Test	Classification
	C	M	V	L.U	O			
S1	4	3	4	4	3	18	72	Good
S2	3	3	4	4	3	17	68	Fairly
S3	4	3	3	3	3	16	64	Fairly
S4	4	3	3	3	4	17	68	Fairly
S5	4	3	4	3	4	18	72	Good
S6	3	3	4	4	3	17	68	Fairly
S7	4	3	3	3	4	17	68	Fairly
S8	4	3	4	3	3	17	68	Fairly
S9	4	3	3	3	4	17	68	Fairly
S10	4	4	3	4	3	18	72	Good
S11	4	4	3	3	4	18	72	Fairly
S12	3	3	4	3	3	16	64	Fairly
S13	4	3	3	3	4	17	68	Fairly
S14	4	3	3	3	3	16	64	Fairly
S15	3	3	4	4	3	17	68	Fairly
S16	3	3	4	4	4	18	72	Good
S17	3	3	4	4	3	17	68	Fairly
S18	3	3	4	3	3	16	64	Fairly
S19	4	3	4	3	4	18	72	Good
S20	4	3	3	3	4	17	68	Fairly
Total							1368	
						Mean	68,4	

(Control Class)

a. Pre - Test

Sample	Aspect of Writing Assesment					Total Score	Score of Test	Classification
	C	M	V	L.U	O			
S1	3	3	2	3	3	14	56	Fairly
S2	3	3	3	3	2	14	56	Fairly
S3	3	3	2	2	3	13	52	Fairly
S4	4	3	3	3	3	16	64	Fairly
S5	3	3	4	4	3	17	68	Fairly
S6	3	3	3	3	3	15	60	Fairly
S7	3	3	3	3	2	14	56	Fairly
S8	3	3	3	3	3	15	60	Fairly
S9	4	3	3	3	3	16	64	Fairly
S10	3	3	4	3	2	15	60	Fairly
S11	4	3	3	3	4	17	68	Fairly
S12	3	3	3	3	3	15	60	Fairly
S13	3	3	3	3	3	15	60	Fairly
S14	3	3	2	2	3	13	52	Fairly
S15	3	3	3	3	3	15	60	Fairly
S16	2	3	3	3	3	14	56	Fairly
S17	3	3	2	3	3	14	56	Fairly
S18	3	3	3	3	3	15	60	Fairly
S19	4	3	3	3	4	17	68	Fairly
S20	3	3	2	3	3	14	56	Fairly
Total							1192	
						Mean	59,6	

b. Post - Test

Sample	Aspect of Writing Assesment					Total Score	Score of Test	Classification
	C	M	V	L.U	O			
S1	4	3	3	3	4	17	68	Fairly
S2	3	3	3	3	3	15	60	Fairly
S3	3	3	3	3	3	15	60	Fairly
S4	4	3	3	3	4	17	68	Fairly
S5	4	3	4	4	3	18	72	Good
S6	3	3	3	3	3	15	60	Fairly
S7	3	3	3	3	3	15	60	Fairly
S8	3	3	3	3	3	15	60	Fairly
S9	4	3	3	3	4	17	68	Fairly
S10	3	3	4	3	3	16	64	Fairly
S11	4	3	4	3	4	18	72	Good
S12	3	3	4	3	3	16	64	Fairly
S13	3	3	4	3	3	16	64	Fairly
S14	3	3	3	3	3	15	60	Fairly
S15	3	3	3	3	3	15	60	Fairly
S16	3	3	4	4	3	17	68	Fairly
S17	3	3	3	3	3	15	60	Fairly
S18	3	3	3	3	3	15	60	Fairly
S19	4	3	4	3	4	18	72	Good
S20	3	3	3	3	3	15	60	Fairly
Total							1280	
						Mean	64	

No	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
S1	5	5	4	4	4	4	5	5	5	4	45
S2	5	4	3	4	4	3	5	5	4	3	40
S3	3	4	4	3	3	3	3	2	3	3	31
S4	4	5	3	3	4	3	3	2	4	2	33
S5	5	4	2	4	4	2	5	1	3	4	34
S6	5	4	3	4	3	3	3	2	5	3	35
S7	5	5	4	5	4	4	3	2	4	4	40
S8	5	5	3	3	4	3	5	4	4	3	39
S9	5	4	3	5	4	2	4	1	5	3	36
S10	5	5	3	5	5	3	3	2	4	3	38
S11	5	5	4	5	5	4	5	3	5	4	45
S12	4	4	3	2	4	1	3	2	4	2	29
S13	5	4	4	4	5	3	3	1	4	4	37
S14	3	3	2	3	3	3	3	2	4	3	29
S15	4	3	2	3	4	3	3	1	5	3	31
S16	5	4	3	4	4	3	4	4	4	3	38
S17	5	5	3	5	5	3	5	1	5	1	38
S18	5	4	3	5	4	2	4	3	5	3	38
S19	4	4	4	4	5	3	3	1	4	4	36
S20	5	4	2	4	5	2	5	1	3	4	35
Total											727
Mean	4,6	4,25	3,1	3,95	4,15	2,85	3,85	2,25	4,2	3,15	36,35

Appendix 12 : Documentation



The researcher explaining about how to filling out the pre- test.



Researcher examine students' pre- tests.



Researcher explaining the definition of procedural text using the Canva application.



Students searched for images on Google Photos to insert into Canva



Students filling out questionnaires after completing the post-test given by the researcher



Students fill out a student perception questionnaire provided by the researcher.



Atlira Andira Putri, who was born in Palopo on February 29, 2004. She was the first child of four siblings, born to Mr. Tahmil and Mrs. Rusni. She completed her elementary education at SD DDI 1 Palopo and graduated in 2016. She then continued her education at SMPN 4 Palopo and graduated in 2018, followed by secondary education at SMKN 1 Palopo, which she completed in 2021. In the same year, the researcher was accepted as a student in the English Education Study Program, Faculty of Teacher Training and Education, State Islamic University. During her time in college, the researcher was active in various student activities and organizations, and had an interest in English teaching and learning technology. She completed her final studies using Quasi experiment research with the title “Using Canva Application to Improve Students’ Writing Skills at SMPIT Insan Madani Palopo“.

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