

The Using Picture By Canva To Improve Writing Skill

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Abstract

The objective of this research is to find out how to improve students skill in recount text by using picture by Canva of the tenth grade of SMAIT Raflesia Depok in the school year of 2022/2023. The researcher conducted a classroom action research. The subject of this research is X of SMAIT Raflesia involving 23 females. This research was divided into three-Cycles, they are Cycle I, Cycle II, and cycle III. The researcher used observation sheet, test, and interview to collect the data. In the result, the researcher found that the picture by canva as media can improve students' writing skill in terms of writing recount text. In Cycle I the average score of writing recount text is 68.7, in Cycle II is 79.2, while in cycle III is 83.3. The improvement student impression based interview, test and observation, from Cycle I test to Cycle III test is 14 points. It can be concluded that the use of picture by canva as media in teaching-learning English can improve the students' writing skill of the tenth grade of SMAIT Raflesia Depok in the school year of 2022/2023.

Kata kunci: picture, canva, writing skill, recount text.

1 INTRODUCTION

Language is an important communication tool for humans. Because with language we can find out the information we order, besides that we can convey our ideas or ideas through language. In the 2013 Curriculum, the extent of proficiency in English for SMA/MA and SMK/MAK as a compulsory subject in general is the ability to communicate in three types of discourse, (1) interpersonal, (2) transactional, and (3) functional, in the form of descriptive, recount text, narrative, procedure, report, explanation, analytical exposition, and news item, at the level of informational literacy. Canva application makes it easier for students to develop writing skills, which is one of the language skills that all language learners, including English learners, must possess. Through mastering good writing skills, students can communicate their ideas, thoughts, feelings, and emotions to others in writing well. For some people, writing is easier than speaking, because ideas and feelings are helped by writing rather than speaking. In addition to helping in the communication process, mastering good writing skills will help students to get good jobs. Currently, many companies provide requirements for mastering good writing skills for prospective applicants.

Students writing ability is still very low. From their writing routine in class, it is seen that they are not fluent in writing English texts and they have to improve their writing habits in English. Some students have not been able to understand a number of word meanings (vocabulary) both expressed and implied, this is because students vocabulary mastery is still low. They still experience many obstacles in writing such as spelling, punctuation, structure, organization, ideas, and others. Even some students do not know what they will and should write. Their interest and motivation to write is very low. They think writing is a very difficult thing. According to, Fromkin and Rodman briefly state the nature of human language as a system of arbitrary sound symbols used by members of society to communicate and get to know each other.

Users of the Canva application can create various visual works, such as logos, posters, presentations, proposals or product designs. Not only that, users of the Canva application can add or apply effects to photos. Canva can also be used via a mobile phone, laptop or computer connected to the internet. The Canva application has features such as design templates, that doesn't mean that users can't create designs with their own creativity. Users can still design with their own desires and creativity to present a work in visual form. Canva application makes it easier for students to develop writing skills, which is one of the language skills that all language learners, including English learners, must possess. Through mastering good writing skills, students can communicate their ideas, thoughts, feelings, and emotions to others in writing well. For some people, writing is easier than speaking, because ideas and feelings are helped by writing rather than speaking. In addition to helping in the communication process, mastering good writing skills will help students to get good jobs. Pictures are one of the tools and meaningful stimuli in improving students' skills. Pictures can not only imagine a picture of reality but can also be used as fun items in the classroom. Pictures, then, are illustrations of something that is being read or talked about, and so on.

Marz and Hafidz (2013), states that writing is one of the basic skills that should be mastered by students in learning English. In the classroom, the students should be learned and practice to measure the ability of the language. However, writing is not an easy skill. There are several stages that should be passed to achieve a good writing. Writing is an indirect communication for others, which aims to convey the messages, ideas, ideas imaginations, feelings of someone into the writing form. Others or a private collection can read it. Therefore, an ability possessed by a person to do writing is required as long as they can.

Barnes (2006) state that guided writing technique is very important classroom tool for helping students to become better writers. He states that help is given in thinking through ideas, ordering, considering vocabulary and grammar, cooperatively preparing notes and draft copies as an alternative to simply giving students an essay title and leaving them to get on with it. According to Hyland (2004), writing is a way to share personal meaning. It means that writing is the way to express feelings and thought to other people that have a meanings. So, Writing can helps people to communication. Therefore, in this section, the researcher will present the micro skills of writing. The above five categories can be used as teacher guidance when teachers want to assess student writing skill. Teachers can adopt these aspects depending on what they need to be used as a benchmark for writing classroom evaluations. In this research, the researcher adopted the writing assessment criteria from Brown. Below is the specific criteria of writing assessment that would be used to assess the students' final writing.

According to Sari. et al.(2013), recount text consists of three types, such as personal recount, factual recount, and imaginative recount. Firstly, personal recount means telling about the writer's personal experience. Secondly, factual recount is an actual event report, such as a science experiment report, a police report. Thirdly, imaginative recount is making imaginative stories and write down events or events that have occurred. The research would use personal recount, the students would write about their experience. According to F.A. Soeprapto and Mariana Darwis (2007) on their book, the purpose of recount text is either to inform or to entertain audiences or readers by telling again people' past experience that occurred.

According to Joklova, states "The picture is used in a more meaningful and 'real-life-communicative' way than being just displayed for students to say what they can actually see."Canva is an online design and publishing tool which makes graphic design simple for everyone. Canva may improve students' skill, especially in writing, for example, digital posters that positively influence learning activities. It is intended to attract students' attention because there are so many choices of posters with contemporary models and colours made in an attractive form that could make the students understand the vocabulary and assist the teacher in delivering the material.

2 RESEARCH METHODS

The researcher used Classroom Action Research (CAR). The aim of using this Classroom Action Research was improving the ability students' Writing by using canva. According to Suyadi (2012), Class action research was a kind of research that used in the classroom area. The research was a method to develop skills of group and a way to solve the problem that appeared in the class area. According to Kemmis and McTaggart (2012) suggested that components of Classroom Action Research were series of activities began from a plan of action until the last process was reflection. It called a cycle research. Each cycle consists of four stages: (1) action planning, (2) the implementation of the action, (3) observation and interpretation, and (4) analysis and reflection. Normally, this research concluded on the third cycle. The objective of research is all of class 10 of SMAIT Raflesia Depok were consist of 23 students. This research takes place during second semester about three months from January until March 2023.

The researcher was an instructor and a teacher was a collaborator during the teaching process go on. The aim was to asses the teaching method that have given by researcher as a reference for the next cycle. The participant of research was students as object of research , where the research hoped after researching the students could increase their writing skill using recount text to improve their skills in English. The technique of data collection on the researchs is test, interview, and observation.

The results of Cycle III also brought some improvements on the students' writing. In Cycle I, there was an improvement on the organization aspect. However, the improvements on content, vocabulary and language use aspects were not really satisfying. In Cycle II and III, there were some improvements in the four aspects of writing. In the first cycle, the students produced limited development of the topic. They could not write more supporting sentences dealing with the pictures. They wrote a sentence representing each picture. In Cycle II and III, the students' writing was better in the organization and content aspects and they made fewer mistakes in language use and vocabulary. They could write a text which was well organized and developed. They stated their ideas clearly and orderly. Their mistakes in using language and finding the appropriate diction were decreasing. The study can be stated succes when 80% of the students get the Minimum Mastery Criteria (MMC) score is 75. It means that through Talking Chips Strategy in English learning is succes to increase the writing in recount text and the learning activities of the students at the tenth graders of SMAIT Raflesia.

3 RESULT AND DISCUSSION

The first time the researcher came to SMAIT Raflesia , the researcher met the curriculum section to ask permission to conduct observations at the school. Then, after getting permission, the researcher was advised to submit a certificate for observation from STKIP Kusuma Negara. after the letter of confirmation was made, the researcher went straight to SMA IT Raflesia which was pointed to the curriculum section. After that, the researcher was sent to Mr. Andy Prasetyo, S.Pd., as an English teacher to discuss when observations could be carried out. And then, Mr. Andi informed to the researcher that the researcher was allowed to carry out preliminary observations in first grade.

The researcher returned to SMA IT Raflesia to meet the curriculum section intending to ask for permission to research in the school precisely in first grade. Then the researcher got information from the curriculum section grade students especially in first grade was conducting a midterm exam and the researcher was advised to come back after the midterm exaam. According the to the agreement the researcher came back to the school to ask permission to do research in second grade, finally the researcher got permission to do research in that month.

3.1 Enhancement Result Observation In Each Cycle

The researcher discusses the improvement of observation results, students' writing scores from cycle 1 to cycle 3, and interview results. The results show that in the first cycle 18 students gave attention (78%), 20 students (86%) were cooperative, and 19 students (82%) actively participated in the learning process. In the cycle II, 20 students gave attention (86%), 22 students (97%) were cooperative, and 21 students (91%) actively participated in the learning process. While in cycle III it appears that almost all students (97%) pay attention, cooperative, and also actively participate in the learning process. Based on these results, it is proven that the picture by Canva application can increase students' enthusiasm in learning, according to a study which says that an interesting media like Canva can be used as an alternative in increasing the enthusiasm for learning English.

Tabel 1. Enhancement Result Observation In Each Cycle

No	Cycle	Students	Prosentage
1	I	20	86%
2	II	22	97%
3	III	23	100%

3.2 Result Of Student Average Score

The result test using picture by Canva application to improve students' writing skill can be done well. In the first cycle there were 14 students (61%) who passed the KKM score and there were 9 students (39%) who did not pass the KKM score. In the second cycle there were 20 students (86%) who passed the KKM score and there were 3 students (14%) who did not pass the KKM score. In cycle III there were 22 students or 97% who scored more than the KKM, with a score of more than 75, although there were 1 student who scored less than 75, namely 73.74. Based on the student score data, the researcher made the average score of cycle I to cycle III. Researchers found an increase in students in the following diagram. Based on the data above, the average score of students in cycle I was 68.7, in cycle II was 79.2, and the average value of students in cycle II was 83.3. The total increase from cycle I to cycle II was 10, and cycle II to cycle III was 4. Because students' scores were deemed to have met the target, the researcher concluded that the implementation of the third action was successful.

Tabel 2. Result Of Student Average Score

No	Passed	Cycle		
		I	II	III
1	Passed	9	20	22
2	Failed	14	3	1
	Average	68.2	79.2	81.00

4 CONCLUSION

Based on the discussion about the data and all of the processes from cycle I to cycle III, the researcher can conclude that teaching learning process of writing skill using picture by Canva can improve students' skill in writing of SMAIT Raflesia Depok. Students are confident and actively to deliver their ideas in writing form. Students can respond to the use of picture in writing recount text. Students' vocabulary, grammar, spelling, organize,

and contextual can be improved because their learning writing recount text by using picture. In addition, the picture by canva application can also improve students' writing skill. The average test score in the first cycle was 68.2, the average score in the second cycle was 79.2, and the average score in the third cycle was 83.3. So the percentage of students' scores from cycle I to cycle III increased by about 10. From the statements it could be concluded that using picture by canva in teaching writing was able to improve students skill in writing, especially writing recount text.

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