

AN INVESTIGATION OF CANVA'S IMPACT ON NARRATIVE TEXT WRITING SKILL

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Abstract. Writing skills are a difficult challenge for many EFL students who have little exposure to real language outside the classroom. Therefore, this research aims to explore the influence of using Canva in teaching narrative text writing to LTI Indo Global Mandiri Middle School students in Palembang and their perceptions of using Canva. The research design used was a quasi-experimental design. The sample for this research was classes VIII.A and VIII.B which consisted of 20 students from class VIII.A and 19 students from class VIII.B. The research design used in this research is a quasi-experimental design. The sampling technique used is purposive sampling, namely selecting certain individuals who are believed to represent the population studied. Data collection was carried out by giving a pre-test and post-test, then analyzed using a t-test (paired sample t-test and independent sample t-test) with the help of the SPSS v.23 program. The results of this research show that the p-value from the paired sample t test of 0.000 is less than 0.05, which means there is a significant increase in students' writing skills after being taught using the Canva application. The results of this research show that the use of the Canva application as a learning media can improve the ability to write narrative texts for class VIII students at SMP LTI Indo Global Mandiri Palembang.

Keywords: Writing Skills, Narrative Text, Canva App

Abstrak. Keterampilan menulis adalah tantangan yang sulit bagi banyak siswa EFL yang kurang mengenal bahasa nyata di luar kelas. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi pengaruh penggunaan Canva dalam pengajaran menulis teks narasi siswa SMP LTI Indo Global Mandiri Palembang dan persepsi mereka terhadap penggunaan Canva. Desain penelitian yang digunakan adalah desain eksperimen semu. Sampel penelitian ini adalah kelas VIII.A dan VIII.B yang terdiri dari 20 siswa kelas VIII.A dan 19 siswa kelas VIII.B. Desain penelitian yang digunakan dalam penelitian ini adalah desain eksperimen semu. Teknik pengambilan sampel yang digunakan adalah *purposive sampling*, yaitu pemilihan individu tertentu yang diyakini mewakili populasi yang diteliti. Pengumpulan data dilakukan dengan memberikan pre-test dan post-test, kemudian dianalisis dengan menggunakan uji-t (paired sample t-test dan Independent sample t-test) dengan bantuan program SPSS v.23. Hasil penelitian ini menunjukkan bahwa nilai p-value dari uji t sampel berpasangan sebesar 0,000 kurang dari 0,05 yang berarti terdapat peningkatan keterampilan menulis siswa yang signifikan setelah diajar menggunakan aplikasi Canva. Hasil penelitian ini menunjukkan bahwa penggunaan media pembelajaran aplikasi Canva dapat meningkatkan kemampuan menulis teks narasi siswa kelas VIII SMP LTI Indo Global Mandiri Palembang.

Kata Kunci: Keterampilan Menulis, Teks Narasi, Aplikasi Canva

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INTRODUCTION

In the 21st century, technology is developing rapidly. Modern information and communication technologies (ICT) have turned the world into a global village. This digital phenomenon knows no geographical boundaries, one of which is education. The main challenges facing society and education in this digital age include issues related to digital culture, training, knowledge, and language. Despite the diversity of languages spoken around the globe, English has emerged as the predominant global language and serves as the primary *lingua franca* in the digital realm. Proficiency in digital English and education is therefore crucial. Mastering English is crucial not only because it is needed, but also because it enables access to a broader range of knowledge and a deeper understanding, as most instructions are primarily written in English (Hariharasudan & Kot, 2018). Applied ICT can help students compete in the 4.0 era, also by mastering English, students can get the latest information about science and technology easily. In this context, we must master the Reading, writing, listening, and speaking are the four key English skills. With this, it becomes increasingly important for students to navigate and utilize digital tools and resources effectively. Of the four skills, writing is one of the most important for students.

Writing is the result of composing writing that requires specific skills such as critical thinking, organizing ideas, and revising (Brown, 2000). Writing is a productive activity because it involves the process of creating something. The writing process is a complex process, which means that in writing, students must consider various things to create quality writing results. English writing is considered one of the most challenging productive talents to acquire in both academic and non-academic settings. Developing writing skills in the classroom involves much practice and exposure (Angraini & Iman, 2022). Approach from that, the problem also happens in terms of writing skill. Learning writing skills, on the other hand, is a Many EFL students have a significant task since they have limited exposure to the language outside of class. Previous study has also discovered various characteristics, including a lack of writing skill, and a lack of language of student enthusiasm, might cause EFL students to struggle with writing (Ying, 2018; Yundayani, 2019; Zhang, 2018).

Based on research result from Alisha et al (2019), students' difficulty to write English because they lack vocabulary and language learning. On the other hand, EFL learners in higher education often struggle with English writing skills, including vocabulary, spelling, mechanics, sentence structure, and content (Iman et al., 2023). They have limited understanding in formulating sentences properly, and the lack of language proficiency makes them feel puzzled when choosing words.

Canva, an online graphic-design tool, is a visual technology platform with a simple drag-and-drop interface and access to a vast collection of over a million photos, graphics, and fonts. It provides a diverse range of photos, photo filters, icons, shapes, and fonts (Canva, 2019). According to the results research of Urumov et al., (2023) Canva has advantages over other platforms. Because it allows teachers to implement various creative ideas. It also allows teachers and students to work together remotely using the sharing feature and the fact that Canva can be used on smartphones, computers, or the web where any project can be accessed. Canva can also increase students learning motivation and during its application in the learning process students provide positive feedback (Ngoc & Huyen, 2023).

Based on the study from Wijayanti (2022), Canva is a helpful tool for English language teaching. Canva is another user-friendly application for teaching English that is simple to use, effective, enhances the teaching and learning process, and easy to share. Canva for Education is interactive, comprehensive, and easy to use virtually. So, it can be a solution that Indonesian teachers can do to carry out the learning process in this technological era. For this reason, seeing the many benefits that come by using Canva in education. With this there was a possibility that Canva can help students in improving their English especially writing skill.

METHOD

According to Creswell & Creswell (2018), quantitative methods encompass the stages of data collection, analysis, interpretation, and reporting of research findings. These methods typically involve three specific approaches: experimental, correlation, and survey (Creswell, 2012). In this context, the writer chose the experimental approach as the foundation of the study. The experimental approach is known as an effective method for exploring cause-and-effect relationships and producing logical findings about interactions between variables (Fraenkel et al., 2016). When random assignment to treatment and control groups is not feasible, quasi-experimental methods are often utilized, involving the creation of a comparison group. In this method, the primary group serves as the experimental group receiving the treatment, while the comparison group serves as the control group not receiving the treatment. Prior to administering the treatment, a pre-test was given to the student sample, followed by a post-test after the treatment.

RESULT

Result of Normality and Homogeneity

Table 1. The results of normality and homogeneity test

	Normality Shapiro wilk					Homogeneity		
	Experimental Group		Control Group		Levene Statistic	df1	df2	Sig.
	Statistic	Sig.	Statistic	Sig.				
Writing pre-test	.924	.135	.936	.221	.033	1	37	.858
Writing Post-Test	.938	.246	.970	.774	2.760	1	37	.105

Before assessing the hypothesis, the writer ran normality and homogeneity tests. In terms of the normality test, the 2-tailed significance for the pre-test in the experimental group was 0.135, and the post-test was 0.246. These figures suggest that the pre-test and post-test data in the experimental group had significance levels more than 0.05 ($0.135 > 0.05$ and $0.246 > 0.05$). In conclusion, the experimental group's pre-test and post-test data followed a normal distribution. Similarly, the 2-tailed significance for the control group's pre-test was 0.221, whereas the post-test was 0.774. These significance values, which are both more than 0.05 ($0.221 > 0.05$ and $0.774 > 0.05$), show that the control group's pre-test and post-test data followed a normal distribution.

Results of T-Test

Table 2. The result of paired sample T-Test of writing narrativetext in experimental groups

Variable	Paired Sample T-Test				
	Pre-Test	Post-Test	Mean Diff	T-Value	Sig.
Writing Narrative Text	50.10	78.50	-28.400	-19.230	.000

Table 2. shows the paired sample t-test results for narrative text writing in the experimental group. The average post-test score of (78.50) was notably higher than the average pre-test score of (50.10), reflecting a mean difference of -28.40 and suggesting an enhancement in the experimental group's performance. Furthermore, the calculated tobtain (-19.230) exceeded the critical ttable (0.3687), with a significance level (2-tailed) of 0.000. Given that this significance value is below the 0.05 threshold ($0.000 < 0.05$), the results indicate a significant improvement. Consequently, the null hypothesis (H_0) was rejected, and

the alternative hypothesis (H_a) was accepted. This confirms a substantial improvement in the students' narrative text writing skills following instruction with the Canva application.

Table 3. The results of independent sample T-Test

Variable	Independent Sample T-Test					Sig (2-tailed)
	Mean Post-Exp	Mean Post-Cont	Mean Difference	t	df	
Writing Narrative Text	78.50	59.79	18.711	4.515	37	.000

Table 3 shows the results of an independent sample t-test that compares the post-test scores of the experimental and control groups. The experimental group had a greater mean post-test score (78.50) than the control group (59.79), resulting in a mean difference of 18.711. Furthermore, the resulting to obtain (4.515) exceeded the threshold t_{table} (0.2673), with a significance(2-tailed) value of 0.000. A significance (2-tailed) value less than 0.05 shows a significant difference, therefore the result ($0.000 < 0.05$) suggests that the alternative hypothesis (H_a) was accepted after rejecting the null hypothesis (H_o). As a result, there was a considerable mean difference among pupils who were instructed to use the Canva applications and those who were not.

Results of Questionnaire Students' Perception Use Canva on Narrative Text Writing Skill

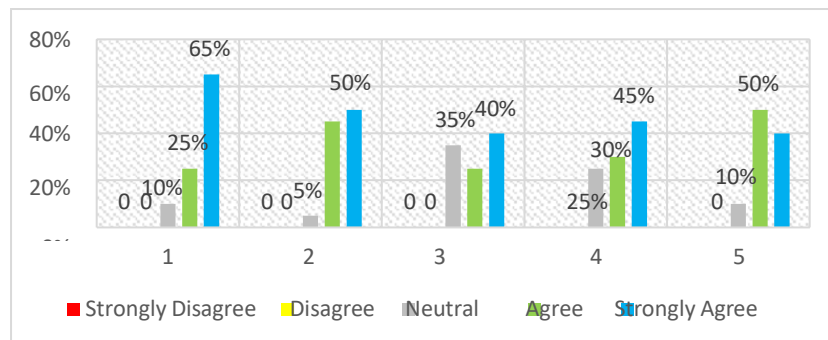


Figure 1. Canva helps students in writing narrative text

Figure 1 shows the percentage of students' responses to five questions regarding Canva's help in writing narrative texts. For question 1, about the view that Canva is helpful in creating narrative texts, 65% of students strongly agreed, 25% agreed, and 10% were neutral. In question 2, regarding Canva's support for imaginative writing with the use of colors, images, and other features, 50% strongly agreed, 45% agreed, and 5% were neutral. Question 3, about increasing learning effectiveness by using Canva, shows 40% strongly agree, 35% agree, and 25% neutral. For question 4, about using Canva making the writing experience more

interesting, 45% strongly agreed, 30% agreed, and 25% were neutral. Finally, question 5, regarding the development of creativity and imagination in writing stories using Canva, 50% strongly agreed, 40% agreed, and 10% were neutral. Overall, the majority of students felt that Canva was helpful in writing narrative texts, supporting imaginative writing, improving learning effectiveness, making the writing experience more interesting, and developing creativity and imagination.

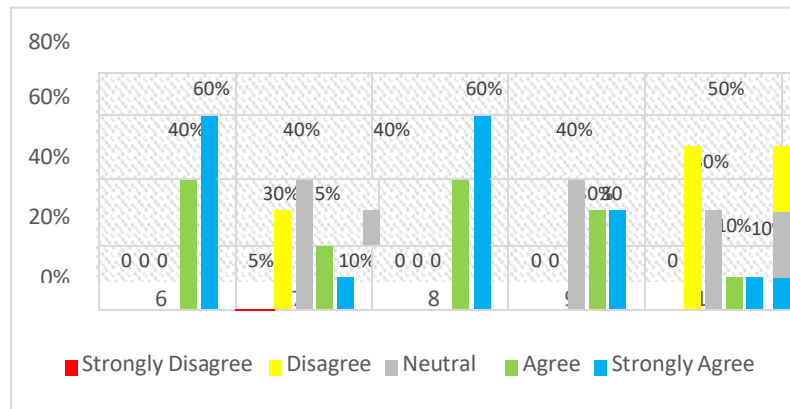


Figure 2. The benefits of canva in narrative text

Figure 2 shows the percentage of students' responses to the usefulness of Canva in creative writing classes for five questions. For question 6, regarding using Canva's features to develop imagination in designing narrative texts, 60% of students strongly agreed and 40% agreed. Question 7, which stated that their imagination would not improve despite using Canva, received 5% strongly disagree, 30% disagree, 15% neutral, 40% agree, and 10% strongly agree. In question 8, regarding creating interesting designs with Canva, 60% of students strongly agreed and 40% agreed. Question 9, about increasing interest in writing by using Canva, showed 40% strongly agreed, 30% agreed, and 30% neutral. Finally, question 10, about the lack of interest in writing if using Canva, showed 10% strongly disagree, 30% disagree, 10% neutral, 50% agree. Overall, most students felt that Canva helped them to design and write narrative texts, although there were some students who felt that their imagination would not increase or interest in writing would decrease by using Canva.

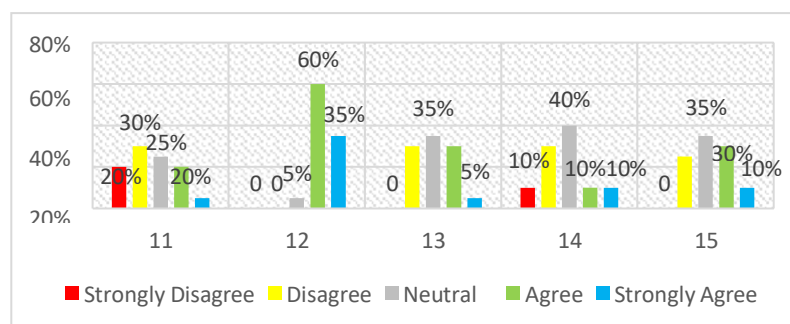


Figure 3. The obstacles of canva in narrative text

Figure 3 shows the percentage obstacles of using Canva in a creative writing class based on various statements, highlighting the percentage distribution of responses. For question 11, which suggests that a stable internet connection is not necessarily due to Canva's low image quality, 30% strongly disagree, 25% disagree, 20% are neutral, 20% agree, and 5% strongly agree. Statement 12, emphasizing the importance of network stability for producing good writing, has 35% strongly disagree, 5% disagree, 0% neutral, and 60% agree. Regarding statement 13, which addresses the ease of using Canva for narrative writing, 10% strongly disagree, 30% disagree, 30% are neutral, and 30% agree. Statement 14, which questions the appeal of Canva's free designs for supporting narrative writing, shows 10% strongly disagree, 10% disagree, 30% are neutral, 40% agree, and 10% strongly agree. Lastly, statement 15, concerning the limitations of Canva's mobile features affecting access to narrative elements, indicates 25% disagree, 30% are neutral, 35% agree, and 10% strongly agree. Overall, the data suggests that network stability is crucial, while opinions on Canva's usability and features vary.

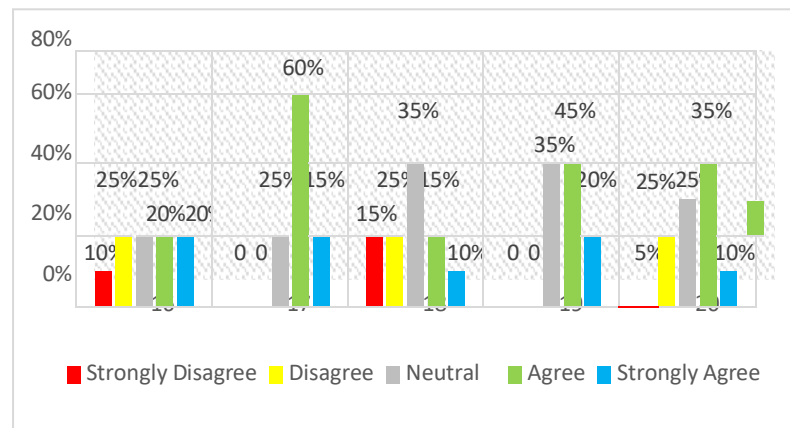


Figure 4. Canva improves students' narrative writing abilities

Figure 4 shows the percentage perceived impact of Canva on students' creative writing abilities through various statements, with the percentage distribution of responses. For question 16, which suggests that Canva prevents creativity rather than developing it in narrative writing, the responses are 10% strongly disagree, 25% disagree, 25% are neutral, 20% agree, and 20% strongly agree. Question 17, which posits that Canva helps develop new ideas for narrative writing, has 25% disagree, 15% are neutral, and 60% agree. Regarding question 18, which implies that Canva does not help in finding new ideas for narrative texts, the responses are 15% strongly disagree, 15% disagree, 25% are neutral, 35% agree, and 10% strongly agree. Question 19, which suggests that Canva boosts confidence and improves the success of narrative writing, shows 5% disagree, 20% are neutral, 35% agree, and 45%

strongly agree. Lastly, question 20, which expresses feeling less confident and noticing no improvement when using Canva for narrative writing, indicates 5% strongly disagree, 25% disagree, 25% are neutral, 35% agree, and 10% strongly agree. Overall, the data shows mixed perceptions, with a significant portion acknowledging Canva's role in developing new ideas and improving confidence, while some feel it hinders creativity or does not aid in finding new ideas.

CONCLUSION

Based on the findings and interpretation of this study, the following conclusions can be drawn. First, there was a marked improvement in students' narrative text writing skills after being taught using the Canva app as a learning tool. The Canva application had a notably positive effect on the narrative text writing skills of students in the experimental group (VIII A) at SMP LTI Indo Global Mandiri Palembang, as evidenced by the better performance in the post-test scores. Second, a significant average difference was observed in the narrative text writing abilities between the experimental group, who used Canva as a learning medium, and the control group, who did not use Canva.

The last one, after knowing the results of the questionnaire, the writer concluded that most of the students agreed to learn by using Canva application learning media. The experimental class students who learned by using the Canva application were more interested in learning English because they considered learning by using the media very interesting. Canva application also helps students to learn about narrative text in a fun way, this is because in the Canva application there are many templates or elements that students can use to create interesting and easy-to-read narrative text by combining visuals that match their narrative story. From the explanation above, it can be known that all research questions have been answered. Based on the results of the analysis, it can be concluded that the use of the Canva application as a learning media has an impact on students' narrative text writing skills in the eighth grade class of SMP LTI Indo Global Mandiri Palembang.

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