CHAPTER II
LITERATURE REVIEW

A. Writing

1. The Nature of Writing

One of the most important skills that English learners need to develop is writing. This is the final phase of language learning after listening, speaking and reading. In other words, writing is an indication of achievement in learning English. Before you can write, you must be able to hear, speak, and read. Writing skills are different from other skills such as speaking and listening. Brown (2001:334) points out that the tendency is to integrate the teaching of ESL and other English writing skills with the teaching of other skills, particularly listening and speaking.

Writing is a productive skill rather than a receptive skill. It creates messages for communication. Spratt, Pulverness and Williams (2005:26) state that writing and speaking are productive skills. Speaking and writing are said to produce language not receive it. In other words, written output is needed as an indicator that students have learned and understood the skill. It is clear that writing skills can produce written stories, letters or other texts.

Other linguists argue that writing is a complex skill because it is the end result of students' continuous learning from various activities. Wallace (2004:15) states that writing is the final product, having previously studied several stages of writing separately. These steps include recognizing, identifying the central idea, outlining, compiling and editing. Before students can write good texts, they must perform many sub-competences. If they don't master it, it is difficult for them to write down their thoughts to their teacher or friends.

Writing becomes more complex because it is not only about writing thoughts, but also about how to understand written texts, paying

attention to several aspects to make good written texts (Westwood, 2008:56). The essence of writing can also be interpreted as physical and spiritual activities whose purpose is to express one and cause consequences (Nunan, 2003: 88). It can be classified as physical activity because the writer must be able to perform actions to bring words or ideas to life. As a mental activity, writing focuses more on finding ideas, thinking about how to express them and arrange them into clear statements and paragraphs so that readers can easily understand the ideas of the written work.

In relation to the definition of writing proposed by Nunan, Brown (2001: 335) that writing is the result of thinking, collecting, and revising writing, which requires special skills to generate ideas, arrange them well, and use discourse. Markers and rhetorical practices for placing them coherently in written text, editing text for clarity, and editing text for proper grammar and final thesis. From this explanation it can be concluded that several stages of the writing process proposed by Brown involve physical and mental actions, such as generating ideas and organizing them properly.

From the explanation above it can be concluded that writing is the process of using written language to convey ideas, ideas, information, or expressions of thoughts. This involves arranging words and sentences in a coherent and meaningful written form. Writing involves several steps, including planning, drafting, revising, and editing. This process allows writers to organize their thoughts, develop arguments, choose the right words, and convey messages clearly.

2. Elements of Writing

Writing consists of various elements such as content, organization, vocabulary, language use, and even mechanical elements (Jacobs, 1981 as cited in Weigle, 2002: 116). Every element in the work has been qualified, and this is explained in the following chapters. A clear explanation of each element is as follows:

a. Content

Refers to the materials in the body of the writing, such as the topic, explanation, discussion, and the core of the main topic being discussed. To get good results from a piece of writing, this situation must always be favourable.

b. Organization

In this case, the term "writing organization" refers to the fact that each paragraph or line is tongue-tied as the text is read out. There must be successful organization among the group.

c. Vocabulary

Vocabulary is related to the ability to use words used in the composition of possible sentences. The more vocabulary used for writing, the more time available to produce better results.

d. Grammar

Grammar is the rules and structure of language used to govern the way words are arranged and connected in a sentence. This includes rules regarding word formation, grammar, word use, tenses, conjugation, subjects, objects, clauses, phrases, and so on. Grammar enables clear and effective communication in a given language, and ensures that the messages conveyed follow generally accepted patterns. An understanding of grammar allows one to understa nd and produce correct sentences in the language being studied.

e. Mechanics

Mechanics are based on the following: punctuation, spelling, capitalization, and typeface, whether it is clear and has not been tampered with or not. It is important to complete the thesis paper mechanics carefully as it can improve the outcome of the thesis. Determining the best method for vulcanization allows sentences to be picked up and adapted for their intended use. The aspects in question are very important. The translator should discuss the rules

of grammar, punctuation and spelling, the source of the information, and its relevance to the problem being discussed or the thesis topic.

3. Types of Writing

According to Brown (2004: 220) there are four main types of writing performance. They are:

- Imitative

This is the first stage that can be used to pique kids' interest in writing. Researcher can use this type for novices because it is the simplest of the three. Students are simply instructed to mimic specific written phrases or sentences. They must understand spelling, punctuation, and other parts of writing mechanics. The application of structural rules is the focus of this writing type, while context and meaning of the writing outputs receive less attention.

- Intensive (Controlled)

The issues are not just about using good writing mechanics and grammatical agreements, but also about selecting acceptable vocabulary that fits the topic. Although both the form and meaning of written goods are considered in determining accuracy and appropriateness, structural forms continue to receive the greatest attention.

- Responsive

In contrast to imitative or intense types, which focus on the internal parts of sentences, a responsive type is concerned with how sentences and paragraphs can be related in acceptable ways. It necessitates that writers concentrate more on the discourse level. When implementing this writing performance type in pedagogical instructions, certain norms and criteria might be employed.

- Extensive

When dealing with this style of writing performance, writers are not limited by specific norms and criteria. Otherwise, it gives writers the freedom to control their writing projects. The focus is on whether

or whether the writers can attain their writing goals and order their ideas logically. Meanwhile, the grammatical form is involved, but only to a limited extent.

B. Teaching Writing

1. Teacher's Role

The importance of teachers in the implementation of education lies in the people who carry out educational activities in these educational institutions. Education succeeds when teachers succeed and teachers are now a very important part of training, which must always be functional, professional and competent. A teacher should be able to give everything for this. According to Muhaimini (2003, 209-213), the teacher explains the role of:

a. The teacher's work is professional work which implies dedication to their duties, dedication to the quality of practice and work results, continuous improvement and updating of models or ways of working in accordance with the demands of the times, which are based on the knowledge possessed by the teacher. The task of education is to prepare generations to live in the future.

b. The teacher is a smart person. Every science has two sides: theory and application. This shows that teachers must be able to convey the theoretical and practical aspects of the knowledge they teach, trying to encourage students to practice what they have learned. Some teachers believe they already know everything and don't want to learn anything new. Such teachers reduce their students' curiosity about learning. It is best to start with the assumption that students' knowledge is limited and then work with them to discover the reality of their knowledge.

c. The teacher trains and guides students to produce organize and preserve the results of their discoveries so as not to harm themselves, society and nature.

d. The teacher tries to instil moral qualities and/or appreciation in students such as worship ethics, work ethics, research ethics, and attention to other charity fields. The teacher is the primary or self-determining role model for students, who becomes a centre for role models and even counsellors. In this case, teachers and students act as fans and idols. According to Harmer (2007:25), the person standing in front of the class dictates everything as an instructor and becomes the centre of attention. Mastery can be useful for grammar or other activities, but less useful for activities where students collaborate on a project. As evaluators, we tell students how well they grade or score. The teacher also acts as a source of language knowledge and, if students need to negotiate with the teacher, sometimes also as a language teacher who responds to what students do and gives advice on what to do next.

e. The role of a teacher is to educate students, eliminate ignorance, train skills, nurture skills and develop potential skills.

f. Teacher is an ethical, moral and polite person, so the teacher is a civilized person whose responsibility and goal is to build a quality civilization in the future. Considering the above interests, teachers as the first lecturers who are directly involved in student education have a wide opportunity to try to conduct research on their behalf. Creativity and different positions of teachers determine the effectiveness of achieving educational goals and ideals.

2. Technique in Teaching Writing

One of the main components of education is teaching writing. According to Harmer, when teaching students to write, teachers can emphasize the end product, or writing process. The author seems to only focus on the main idea and conclusion of the task at the end of the article. While they focus on the writing process, this means that teachers work closely with students in prewriting, editing, restructuring, and publishing their work. In fact, the teacher's influence on students'

writing skills is very significant. One of the tasks is the method used by the teacher to teach writing. Writing experts use the terms technique, strategy, approach, and method. Using certain strategies can help teachers improve their students' writing skills when teaching writing. Teachers can use a number of methods to teach writing to students.

In practice, however, many teachers use this tactic inappropriately or even refuse to use it. For example, a teacher might explain material, hold a question and answer session, introduce a relevant topic, and then ask students to write. This approach is usually ineffective and tedious for students. Therefore, the researcher recommends using Canva media to improve students' writing skills.

C. Canva

1. The Definition of Canva

Initially Canva was created in 2012 by Melani Perkins, but this application first entered Indonesia in 2017. Canva is an application that has many features and an attractive design and is very easy for users to use, even for beginners. According to Adi (2020:7) Canva is an application that is used to create designs freely and for free with attractive templates and images provided so that students can express themselves freely and have more choices to use to complement the writing on the poster. Another opinion about Canva is from Ria Ayu Masfufah, et al. (2022) said that the Canva application is the result of technology that can be used by teachers and students as learning media, such as making power point slides, videos, pictures, posters, and all things that are visual displays. Along with technological developments, teachers are advised to provide examples of the application of the results of these technological advances in learning activities.

Canva has many features that can interest users. This is in line with the opinion of A. Poerna Wardhanie et al (2021), namely Canva provides interesting features to fulfil the visual content to be created, so that users can be as creative as possible. There are several types of

presentations that Canva provides for users, including: creative presentations, education, business, marketing, sales, architecture, advertising, technology. In this research using educational presentations, which provide various types of designs. In designing, it is enough to enter text, images, and choose the type of graphic design, template and page numbers that have been provided as desired (Tanjung and Faiza, 2019).

From the description above it can be concluded that Canva is an application that can be used as a medium used in teaching, because it can be useful for providing experience to teachers and students and being able to improve students' writing skills. This application makes it easier for teachers to convey material so that learning activities are more fun and interesting.

2. The Procedure of Canva

Selection of learning media as a means of informing students must be adapted to the needs and circumstances of students, schools, and learning objectives. The use of media in teaching and learning activities serves to facilitate student interaction with other students, teachers, and teaching materials at school, so the media is used in teaching and learning activities. Likewise, with the use of the Canva application as a teaching and learning media. In using the Canva application as a media for teaching and learning process in class, of course the teacher must first understand how to operate the design application. The Canva design application can be accessed using either a laptop or smartphone (mobile). According to Resmini, et, al. (2021), here are the steps for operating the Canva application either via a mobile device or laptop:

a. For devices (mobile) users can first download the Canva application via the Google Play Store (Android) or the App Store (iOS). As for laptops, users can download the Canva application on Canvas's official website, namely https://www.canva.com/help/canva-desktop-app/ on these website users can download the Canva

application for both Windows and Mac OS. Canva can also be accessed for designing through the official website without the need to download the application.

b. After that, the user creates a Canva account first, by signing up using a Facebook, Google, or Gmail account. Users can also register by filling in personal data to create a Canva account.

c. Successfully creating an account, Canva users can start designing according to their desired needs. Users can choose various design options such as slide presentations, videos, brochures, pamphlets, etc.

d. After selecting the design shape according to what users want to make, the users can choose a blank sheet as the design area. Here users can design as freely and creatively as possible and can use available design features such as fonts, stickers, images, charts, frames, videos, etc.

e. Apart from using a blank sheet as a design area, users can also use free templates that are available according to the design form that the user chooses. With the available design templates, users don't find it difficult and can design easily.

f. When designing either on a blank sheet or a free template, users can invite other users to join in the design by sharing a link or write down the email or username that want to invite to design together.

g. After the user has finished designing, the last step is to download the design that has been made. The way to download the design is by clicking on the 3 dots or the up arrow in the upper right corner. After that, the design results are automatically saved in the gallery or the storage file.

h. If the user can download the design that they made, the user can also share it via a link or can display the design directly by clicking the "Show" menu in the up arrow in the upper right corner.

3. Advantages and Disadvantages of Canva

   a. Advantages of Canva

      The advantage of Canva is that it is liked by many users, including users who are still very beginners in using Canva. According to A. Poerna Wardhanie et al, (2021) the use of Canva as an electronic-based learning media makes it very easy for users to create various kinds of learning media. Canva as a technology-based and innovative application provides many learning spaces for teachers to use as learning media. In addition Misbahudin et al. (2018) Canva has many advantages, namely providing various formats that can increase student creativity in learning. Teachers can introduce many designs to students as an effort to attract students' interest in learning activities. One of them is the layout on Canva which is used to create PowerPoint in the form of a slide show which is used to introduce ideas and opinions that are shown to others, in this case shown to students.

      The advantages of Canva according to Matematika & Minat (2021), namely:

1) It has a variety of plans, movements, real layouts, and beautiful and attractive figures.

2) Can form teacher creativity to design instructional media because many elements are given and combine several simplified components.

3) Time used to make learning media faster and more functional.

4) Students can find out about the subject matter with Canva's prefabricated learning media provided by the teachers.

5) Canva has great image and media templates according to what users want.

6) Can work with different teachers in designing media and making group plans for sharing.

7) Students can configure learning anywhere and anytime using a

PC or using wireless.

b. Disadvantages of Canva

Disadvantages of Canva according to Pelangi et al., (2020), namely:

1) Canva relies on a network connection that must be adequate and stable, because when the connection is weak, Canva cannot be accessed on the web or the gadget used, Canva cannot even be used in making designs.

2) Canva has formats, stickers. Delineation, paid textual style. Even so, there are also free ones.

4. Implementation Teaching Writing Through Canva

Selection of learning media as a means of informing students must be adapted to the needs and circumstances of students, schools, and learning objectives. To facilitate student interaction with other students, teachers, and teaching materials at school, the media is used in teaching and learning activities. In this research, researcher used Canva as a learning media. Researcher adapted from Mukti, (2021) regarding the procedure for implementing learning to write as follows:

a. The teacher informs students about the learning material delivered along with the Canva media used before the teacher starts teaching.

b. The teacher introduces students to Canva which is used as a learning media, how this media relates to learning material through Canva and asks students to focus on the media and material presented.

c. Display related media in the form of power points and learning videos that have been prepared to help students understand research objectives.

d. Demonstrate and explain to students related learning materials using the Canva media that has been provided.

e. Ask students to pay attention to the speaker/teacher and give instructions to students to identify and record important points from the material presented.

f. Students begin to identify learning materials made with Canva that have been provided by the researcher. Students are allowed to ask questions about the topic to confirm their understanding.

g. The teacher gives assignments to students to test student understanding.

h. The teacher and students discuss the assignments that have been given together.

i. After that the teacher closed the class and greeted and thanked students for their participation during teaching and learning activities.

D. Previous Research

Several researchers have conducted research involving Canva as a media in teaching English, namely:

Kharissidqi and Firmansyah, (2022) has researched "Teaching Writing through Canva Application to Enhance Students' Writing Performance". The researcher concludes this research employed a quantitative approach that included a pre-experimental research design with pre- and post-testing. Writing assessments were used as the research's tools for gathering data on students' performance. One class in class IX-1 MTs Al-Islamiyah Ciledug served as the research sample for the research. The random sampling technique was employed to choose the research's samples. T-test was used by the researcher to examine the research data. According to the research analysis, the mean writing test score for students was 64.73 on the pre-test and 70.83 on the post-test. At the 5% level of significance, the data likewise indicated that the T-cal value (9,585) was higher than the Ttable (2.021). If the t-test result was better than the t-table. It shown that (H0) was rejected whereas the alternative hypothesis (Ha) was accepted. This research's conclusion that the Canva Application is a useful tool for helping students enhance their writing performance is based on the findings of the t-test calculation.

Yundayani, A., Susilawati, S., & Chairunnisa, C. (2019), has researched "Investigating the Effect of Canva on Students' Writing Skills". The mixed method research approach used in this research begins with the gathering of quantitative data. The qualitative data were then gathered and examined following the analysis of the quantitative data. 44 mid-level college students were randomly divided into the control and experimental groups, which remained unaltered. In each group, there are 22 students. The findings demonstrated that students in the experimental group made much less writing errors than those in the control group, confirming Canva's effectiveness in enhancing students' writing abilities.

Afriani, Azwar, A, Prasetyanta, H (2021), has researched " Improving Procedur Text Writing Skills In Online Learning during the Pandemic through Canva Application for Class IX ". This research is a Classroom Action Research (PTK) with the aim to ensure that the implementation of online learning at SMP Negeri 1 Mempura during the COVID-19 pandemic. The purpose of this research is to obtain an overview of the use of Canva Application media to improve students' writing skills on English procedural text according to the conditions of students during School from Home (SFH). The type of research in this research is Classroom Action Research or Classroom Action Research (PTK). This class action research was conducted in class IX semester 1 of the 2021/2022 academic year with a total of 12 students.

Based on the above previous research, researcher has different and similar aspects in conducting research. Previous Research can be concluded that what makes this research similar is how the Canva can improve writing skills which is the focus of the research. Based on previous research, researchers are interested in knowing how the focus of using Canva to improve writing skills in students. The difference between this research and previous research is that this research was conducted at SMA Islam An-Nur with the research subjects being class Eleventh students of SMA Islam An-Nur in the academic year 2022-2023.