

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Research Background**

English is a lingua franca as it is used as the main language by most of the countries in the world. Furthermore, English is one of the most in-demand international languages to master or learn. This is evident in the education sector in Indonesia. English is one of the subjects taught to students from elementary school to university. A variety of English learning skills can certainly stimulate students' interest in learning. This is a challenge for English teachers. Teachers need to be constantly innovative and allow learners to actively participate in the learning process.

Learning English in high school is essentially inseparable from language skills, which in this case are four aspects, namely listening, speaking, reading, and writing. Writing is one of the four most important aspects of learning English in a teaching-learning process carried out at school because by writing students can build and express their ideas, convey messages, tell what they feel, share experiences and understand text types. According to Huy (2015: 1), writing is one of the most important skills in learning English because in writing there are not only academic skills, but also important skills that translate into any career field.

According to Tarigan (2015: 65), writing skills cannot be possessed automatically, but rather must go through a process of practice and practice a lot and regularly. Meanwhile, according to Wawan and Junaidi in Ratna (2015), writing is defined as a creative process in which it can pour an idea in the form of written language for purposes, such as telling, convincing or memorizing. In other words, writing skills must be mastered by students so that they can convey their ideas and thoughts to readers in writing and convey their ideas to listeners or other people not only in the form of oral but also in the form of writing of course.

Today, when technology is very developed and mature, every teacher and student is encouraged to understand technology as an attempt to improve the quality of education. In learning, with the development of technology, one of the good and effective teaching methods is the existence of learning media as a reference for teaching and learning. With the presence of learning media as a tool in the teaching process, guide teachers and students to apply learning by mastering new skills, creating something in the use of learning media. Moreover, the current curriculum focuses more on developing students to think creatively, dexterously, independently and keeping up with technology by not relying on books or teacher form media as the only learning media used at the educational level.

Learning media are an important part of supporting learning success. A means of learning media as a channeling tool used by teachers and as facilitators in the learning process to convey content to students. The importance of learning media is also clarified in the Regulation No. 22 of 2016 of the Minister of Education and Culture of the Republic of Indonesia on Educational Process Standards, which states: “Learning media in the form of learning process aids facilitate learning delivery materials”. Effective and enjoyable learning is collaborative and learner-centered and teachers need learning media to support educational instruction (Boholano, 2017).

Learning media, as a source of student learning, obtains news and information from teachers, thereby further improving learning materials and forming students' knowledge. Learning media is very important because the benefits of learning media are: (1) Provide teachers with guidelines on how to achieve learning goals, enable them to explain learning materials systematically, and help present interesting materials to improve quality learning. (2) Improve students' learning enthusiasm and interest, so that they can think and analyze the materials given by the teacher in a comfortable learning situation, and easily understand the text.

Teachers and students can use technology-based learning media. One of the apps used to foster creativity in students is the Canva app. Gopal (2021)

states that teachers should use technology to develop higher order thinking skills in students, such as important skills such as problem solving, critical thinking, and creativity. Using technological advancements, teachers can create modern, creative and innovative learning in this digital age. Teachers can use a variety of media to increase students' enthusiasm for learning and creativity with technology. One of these is creativity in dealing with learning media and the creative development of students' talents in the field of design. According to Arunachalam & Munisamy (2022), Canva provides a flexible platform. Teachers and students can adapt the system to work in teaching and learning. The emphasis is on communication between the teacher and the student, allowing them to collaborate during the learning process. Canva enables students to get alerts, submit their papers, and engage with the assigned learning resources. Integrating Canva accounts with social media accounts.

Based on the results of preliminary observations at SMA Negeri 1 Sungai Kakap conducted by researchers by interviewing one of the teachers at SMA Negeri 1 Sungai Kakap with the English subject teacher, that in their school, especially English lessons, they have never used Canva as an English learning media and said that they use books as teaching materials and look for teaching materials on the internet and power point slides. The use of Canva as an English learning media with the aim of facilitating students in the learning process because it is more innovative, clear and also practical and interesting so as not to make students feel bored in the English learning process related to writing skills. Based on the results of interviews with English teachers, it was reported that students are prone to boredom and may participate less actively in the English lesson. It was then the idea of implementing and designing stimulating learning media occurred from the English teacher to the researcher. Therefore, educators need to use the Canva application. The learning media used at this time is still fixated on books and teaching materials from the internet. Thus, educators also need to utilize Canva in learning English so that learning feels more meaningful and not monotonous

so that it can attract student interest and make learning more fun because students are closer to existing technological advances. Therefore, good learning media support is needed to increase students' interest and ability in learning English, because learning media is one of the many things that determine the success of teaching and learning activities.

Kharissidqi and Firmansyah, (2022) have 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 study'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 study. The random sampling technique was employed to choose the study'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 study'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 study 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 Procedure 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 study 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 study 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 research, researchers have different and similar aspects in conducting research. Previous research can be concluded that what makes this research similar is how the use of 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 the research to be conducted with previous research is that this research would be conducted at SMA Negeri 1 Sungai Kakap with the subject of the research being eleventh grade students at SMA Negeri 1 Sungai Kakap in the academic year 2022/2023. Therefore, based on the background of the problem, the researcher formulated the writing with the title "Improving Student's Writing Skill by Using Canva".

## **B. Research Problem**

Based on the background explanation above, the researcher concluded that the research problem of this study is: “How can the use of Canva improve writing skill of eleventh-grade students of SMA Negeri 1 Sungai Kakap in the academic year of 2022/2023?”

### **C. Research Purposes**

The purpose of this study is to improve the writing skill of students' by using canva at the eleventh grade students of SMA Negeri 1 Sungai Kakap in the academic year of 2022/2023.

### **D. Significances of the Research**

Hopefully, this research is very useful and gives goodness contribution to everyone related to English education. There are some expectations to be achieved from this study:

#### **1. Theoretical Significances**

- a. The result of this study is expected can be reference for the English students to do similar research or another researcher.
- b. The results of this study are expected to be used as information material for the English department and also as knowledge in improving English education and applying it in the teaching and learning process, especially English learning about the writing skill itself.

#### **2. Practical Significances**

By compiling this research, the authors hope that this research can contribute and have a positive impact on School, English teachers, researchers and students.

##### **a. *To School***

By conducting this research, the researcher hopes that this research can be useful for schools in order to develop learning media such as Canva that can be used in schools for the English teaching and learning process. consideration in preparing learning programs and determining appropriate learning methods and media to develop students' writing skills in English language learning.

**b. *To English teachers***

By conducting this study, the researcher hopes that this research can be useful for English teachers in order to gain knowledge to be able to develop their learning media such as Canva media to support the teaching and learning process of English, especially to improve writing skills in students.

**c. *To students***

The researcher hopes that students can utilize all forms of technology available today to learn and improve their understanding of various subjects. Researchers also hope that students can gain direct experience regarding active, creative, and fun learning by using Canva learning media. students can learn English, especially in writing skills so that the development of student knowledge can increase.

**d. *To Other Researchers***

The researcher hopes that this research will provide a reference for other researchers to add the existing shortcomings of this study. This research can be a source of information so that it can be further developed in other materials to improve the quality of teaching and learning.

**E. *Action Hypothesis***

The action hypothesis is used as an answer in the background when conducting research as a guideline for the research objectives. The criteria of the hypothesis must be verified by the research. "Action hypotheses are formulated based on the cause of the problem,". According to Singh (2006: 17), hypotheses require a type of research design. one hypothesis is tested at a time. In this study, researcher used the hypothesis that canva can improve the writing skill of elevents grade students of SMA Negeri 1 Sungai Kakap in the academic year 2022/2023.

## **F. Scope of the Research**

### **1. Research Variable**

According to Sugiyono (2020: 68), a research variable is an attribute or trait or value of people, objects or activities that have certain variations set by researchers to study and then draw conclusions. Moreover, Shukhla (2018) also stated that, variable is worried about the variety in nearness of something face to face, object, creature, spot or circumstance or in any normal marvels. It very well may be characterized as a trademark under investigation of which a personality or worth changes or is conceivable to change per unit is called variable or a variable is a trademark that fluctuates with regard to its worth or personality. The variable in this research is namely Improving Student's Writing Skill by Using Canva.

### **2. Research Terminology**

The following definitions are provided to ensure the uniformity and understanding of these terms throughout the research. In this section, the researcher will explain the variables that were used in the study:

#### **a. Writing Skill**

Writing is a process of finding ideas and thinking about how to express them, as well as organizing them into a form of sentences and paragraphs that have the aim of being able to communicate something to others indirectly, in this case students try to pour their thoughts through a language, namely by writing.

#### **b. Canva**

Canva is design platform that can be accessed from both the web and app, which provides a variety of attractive design features and tools that make it easier for user to design as creatively as they like. The Canva design platform has been popular with many people. Starting from students, teachers, college students, lectures, editors, and others user use Canva as a tool for designing various graphics.



***c. SMA Negeri 1 Sungai Kakap***

SMA Negeri 1 Sungai Kakap is one of the education units with high school level located at Gang Tuadi Jl. Raya Sungai Kakap, Sungai Rengas, Kec. Sungai Kakap, Kabupaten Kubu Raya, Kalimantan Barat.