

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Writing**

##### **1. The Nature of Writing**

Writing can be broadly described from a number of angles. Writing can be categorized as another set of productive abilities that language learners can use in addition to speaking. Speaking can produce spoken language, but writing can only produce written language; the two are quite dissimilar. The traits, which differ between speaking and writing, (Brown in Weigle 2002: 15) In terms of permanence, production time, distance, orthography, complexity, formality, and lexicon, Brown outlines the traits that set written language apart from spoken language. Below are the traits that will be discussed:

a. Permanence

The initial concept is permanence. In this sense, written language is permanent and can be read and reread as frequently as desired, whereas vocal language is transient and must be digested immediately.

b. Production Time

The second concept is production time. Writers typically have more time to consider, review, and revise their words before they are finished, whereas speakers must prepare, compose, and deliver their utterances in a short amount of time if they want to have a discussion.

c. Distance

This phrase describes how there is a physical and temporal separation between the author and the reader, which removes much of the common background information that would normally be there in a face-to-face interaction.

a. Orthography

Orthography provides only a small fraction of the information that speakers have access to strengthen their messages. Using the English alphabet as an example.

b. Complexity

While spoken language typically has shorter clauses connected by coordinators and more redundancy, written language typically has longer clauses and more subordinators.

c. Formality

It shows how speech is more informal than writing generally is. For instance, the spoken and written versions of text.

d. Vocabulary

Written text typically contain a broader variety of words than oral texts do, as well as more low-frequency terms.

As was stated above, writing, which creates written language, is more complex and challenging to learn than speaking. Richards and Renandya backed it. (2002: 303). According to them, writing is the skill that second language learners struggle with the most. The challenge is not just in coming up with and organizing ideas, but also in turning them into a prose that is readable. The writing process requires a very sophisticated set of talents. The inability of students to learn this skill in-depth is the cause of language proficiency deficiencies.

According to Harmer (2004: 61) reluctance may result from worries people have about their handwriting, their spelling, or their capacity to build paragraphs and sentences. Based on this assertion, the majority of students believe that writing is difficult to master and always have negative thoughts about it. According to Harmer (2004: 61), students' attitudes toward writing are likely to become more and more negative if their fears are reinforced as a result of their inability to complete writing assignments satisfactorily. Writing is one of the productive abilities, thus language learners need to learn it properly. Additionally, they learn

writing for subsequent use in their professional lives in addition to academic practice. They must therefore understand what writing is before learning it in depth.

According to Spratt, Pulverness, and Williams (2005: 26), one of the four language talents is writing. It implies that one of the key competencies that English language learners must master is writing. Writing is a solitary struggle, according to Burroway (2002), who agrees with Spratt, Pulverness, and Williams. Because writing is regarded as one of the productive talents, each English language learner must independently master this capacity. Writing and speaking are productive abilities, according to Spratt, Pulverness, and Williams (2005: 26), which means that they require generating language rather than consuming it. It may be claimed that pupils are expected to be able to produce a text or message to communicate with others through mastering writing abilities. Writing demands a unique set of skills because it is a creation of written language. The written works frequently come through thinking, composing, and revising processes that call for particular talents that not every speaker naturally acquires. It is obvious that learning to write well requires practice; this skill cannot be learned overnight.

The ability to create a text or message to communicate with others through writing is demanded of the students. It's crucial to remember that writing is a social act as well as a creative endeavor for an individual. According to Lyons and Kroll (Weigle, 2002: 19), writing is defined as an act that occurs within a context, achieves a certain goal, and is correctly formed for its intended audience. Writing therefore involves engaging in social interaction as well as the production of words.

## **2. Elements of Writing Skill**

Writing consists of various elements such as content, organization, vocabulary, language use, and even mechanical elements. (Jacobs, 1981 as cited in Weigle, 2002: 116). Each element in the work has been

qualified, and this will be explained in the following chapters. A clear explanation of each element is as follows:

a. Content

This element 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 favorable.

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. Language Use

Language use is about construction; structure is also a component of the language used in the cited text, such as grammar and comprehensive sentences.

e. Mechanic

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 vulcanizing will allow sentences to be retrievable and fit 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:

- a. Imitative. This is the first stage that can be used to pique kids' interest in writing. We 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.
- b. 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.
- c. 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.
- d. 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.

#### **4. The Importance of Writing**

Writing is the most important thing that teachers need to do because it can help students develop critical thinking and good writing skills. Writing is another important component of education that our society needs, along with livelihood and organizational structure. By learning to write, students will gain knowledge about effective writing techniques, how to capture ideas, and how to communicate with others through writing. There are several reasons why learning to write is important, according to Harmer (2004: 31-33). This can be seen in the following points:

- a. Writing consistently does not interfere with time during proficiency. That is, compared to tasks that require students to speak, writing students have a longer time to think. In this way, girls can choose the right words to use to express their own ideas. In addition, they may have more time to learn their native language by studying grammar, as they do.
- b. Encourage students to focus on accurate language use as they get distracted while writing. As they solve the problems detailed in their minds, this can generate positive momentum.
- c. Writing is consistently used as a means of reinforcing the language that has been explained. Teachers use writing skills to make statements about students' newly learned grammar learning in the learning process.
- d. Writing often serves as a starting point for other initiatives, especially when a student proposes a sentence. The students are given time to think of ideas and asked to write down calculations.
- e. Writing can also be used as a component in larger-scale activities where the main focus is on other things such as language learning, acting, or cycling. The teacher instructs the students to write down a short discussion they will have.

- f. Writing is also used in questionnaire-related projects. Students may feel encouraged to confront students by asking questions to fellow students to motivate them.
- g. Writing is also used to assist women in carrying out various projects. (in this case speaking and listening). Students should be able to carry out the projects mentioned above.

## **5. Writing Process**

Writing is a strategy to produce a piece of writing that can be understood by everyone. The writing process is not only a means to express what the speaker has told the reader, but also a means to explore and generate ideas about the topic at hand. It takes some effort to produce a well-written text that can communicate ideas, feelings, and emotions clearly. These efforts refer to certain actions or behaviors that students use in language learning.

Wenden and Rubin (1987), cited in Kasmiati (2005: 14), emphasize that this strategy is an intentional strategy for language learning. It is based on what students do, how they learn, and what they understand about the importance of each step in their language learning process, particularly in bilingual learning. There are several variations on how to write a report to follow the current election. The three stages of this menu preparation process - pre-writing, during writing, and post-writing - are listed below. (Wenden and Rubin, 1987; Lyons, 1987; Brown, 2000)

### **a. Pre-writing**

Pre-writing is a method of modifying your writing or thought process to transmit the information you have at your fingertips. Brainstorming, outlining, topic analysis, free writing, and planning are just some of the methods used to help a writer's pre-writing stage to generate ideas. Brainstorming allows one to discuss a topic while maintaining focus and generating ideas methodically. Freewriting is encouraged to help students tap into ideas that they may not be

aware of Planning, brainstorming, and free writing are some of the ways that can be used to finalize writing.

Planning appears to be the stage at which we make our guide for writing. This is the point where the woman first observes the details that would later serve as a summary. Planning provides a means to quickly check their sentences to see if there is agreement with the topic, and serves as a guide to check whether the sentences are organized logically to check whether the sentences are organized logically.

b. Drafting

After receiving some ideas, the work continues. Students have to organize their writing in terms of organization. This can be done by using the local language first, then switching to English, or it can be done by using only English without any problems. Students often give drafts to mentors or subject teachers to get information about what the student is going to write. In addition, students begin to consider some factors related to writing, such as grammar, spelling, vocabulary, and the content of their essay, to understand how they can express their ideas clearly so that the reader will receive the same result as the student.

c. Revising

The revising process means that students learning from different backgrounds should pay attention to their tasks. When students fail to receive feedback at this point, they report the results and can make some changes they want. Every successful writer uses several different languages.

Because they wanted to make their writing as good as possible, they revised. In this process, women voluntarily edit their own writing so that readers can understand its meaning. At the end of the project, the students looked back at their work, re-examined the



writing they had created, and then made the necessary corrections, substitutions, and changes to make the rewriting more readable.

## **B. Teaching Writing**

### **1. Teacher's Role**

The meaning of teacher in relation to how education is carried out. People who carry out educational activities are found in the aforementioned educational institutions. Education is successful when teachers are successful, and the instructor is now a crucial component of education that must constantly be functional, professional and competent. The teacher must be capable of giving it his all for that. According to Muhaimin (2003, 209-213) described the teacher's role: First, the teacher's job is a professional one, to which he attaches an attitude of dedication to his or her responsibilities, commitment to the quality of the procedure and their work, constant repair and updating the models or how they operate according to demands of the era, which is based on the awareness that the task of educating is the task of preparing generations who will live in his or her time in the future.

Second, teachers are intelligent individuals. Every science has two facets: theory and application. This suggests that teachers must be able to convey the theoretical and practical aspects of the science they teach while also striving to motivate pupils to put what they have learned into practice. There are teachers who believe they already know everything and have no desire to learn anything new. Such instructors will discourage their students' curiosity about learning. It is preferable to start with the premise that the students' knowledge is still limited and then work with them to find out the reality about their knowledge. Third, teachers educate and prepare students to be capable of producing, as well as regulating and preserving the outcomes of their inventions so that they do not do harm to themselves, society, or the natural environment. Fourth, the teacher seeks to instill moral and/or appreciation personality

traits in students, such as worship ethic, work ethic, learning ethos, and attention to other areas of charity. The teacher is a role model or key self-identification for their students, serving as a hub for role models and even advisors. Teachers and students act as fans and idol figures in this case. According to Harmer (2007: 25), as a controller, standing in the front of the class, dictating everything and being the center of attention. Being a controller may be useful for grammar or other activities, but it is less useful for activities in which students collaborate on a project. As assessors, we tell pupils how well they have done or assign grades. The instructor also serves as a resource for language information and when students need to confer with the teacher, at times as a language tutor who responds to what the students are doing and advises the students on what to do next.

However, the teacher must lead the development of students based on their individual characteristics, rather than just copying the teacher's personality. Fifth. The teacher's job is to educate, eliminate ignorance, train skills, grow talents, and develop pupils' potential abilities. Sixth, the teacher is a person with ethics, morality, and manners, therefore the teacher is a civilized person with a responsibility and purpose to construct a quality civilization in the future. Considering the aforementioned interests, the teacher, as the first member of the educational staff to engage directly with education the students, had plenty of room in the business of conducting the research process for them. Creativity and a range of teacher positions are critical to the effectiveness of efforts to achieve educational aims and ideals.

Teachers are the focal point of education, and the teacher's devotion is focused on the students. This function motivates teachers to be well-versed in the conditions of students at each level. Furthermore, the knowledge of the content, how to utilize the proper method and strategy, as well as adequate support of learning materials, tools, and media, all contribute to the teacher's success. According to Mujtahid(2011: 52), the

teaching and learning process that occurs in formal education in schools contains teaching components that interact with each other.

## **2. Technique In Teaching Writing**

One of the fundamental components of education is the teaching of writing. According to Harmer, when instructing students in writing, the teacher may choose to emphasize either the final product or the writing process. It appears that the writer is just concerned with the task's core idea and its conclusion when focused on the writing's final outcome. In the meantime, if they concentrate on the writing process, it implies that the teacher will work closely with the students during the pre-writing phase, editing, redrafting, and publishing of their work. Actually, a teacher's influence on pupils' writing abilities is significant. One of the duties is the method the instructor uses when teaching writing. Experts in the world of writing interchangeably use the terms technique, strategy, approach, and method. Using a certain strategy can assist teachers improve their students' writing skills while they are teaching writing.

There are many methods that teachers can use when teaching students in writing. However, in practice, more teachers use the tactic inappropriately or even refuse to use it at all. For example, the teacher can explain the material, conduct a question and answer session, present a relevant topic, and then ask students to write. This approach is usually ineffective and tedious for students. Therefore, researchers suggest using Canva to improve students' writing skills.

## **C. Canva**

### **1. The Definition of Canva**

Canva is one of the programs used to make designs freely and without charge with templates and appealing graphics so that students may express themselves freely and have a variety of options to choose from when filling out the words on the poster (Adi, 2020: 7). Canva is an online graphic design tool (Haake, 2021). Bradley (2015) Canva can be

accessed at <https://www.canva.com>, which offers a variety of premade designs for creating presentations, posters, blog graphics, and social networking headers for our accounts. Canva is capable of more sophisticated designs for print media (e.g., flyers, posters, invitation cards, brochures, etc (Navarre, 2018).

Canva helps the user demonstrate understanding of a variety of topics through individual or collaborative development of posters, presentations, flyers, infographics, book covers, newsletters, programs, reports, media kits, and more (Waring, 2021). Martin (2016) states that Canva offers teachers and students a straightforward new method for designing. Its drag-and-drop capability enables the creation of presentations, posters, single-page documents, and social network postings. According to Arunachalam & Munisamy (2022), Canvas gives quite a flexible platform. Both the teachers and the student can tailor the system to their teaching and learning activities. The emphasis is placed on communication between the educator and the student, which enables their collaboration during the learning process. Canvas LMS enables students to get alerts, submit their papers, and engage with the assigned learning resources. Integrating canvas accounts with social media accounts. Canvas enables instructors to offer comments, integrate videos, blogs, wikis, and other educational channels, and track their students' progress. Canvas offers great built-in audio and video recording capabilities. This function has several applications, including homework, tests, and course materials.

Canva offers many conveniences for creating innovative and creative teaching materials. Canva's presence seems to answer current demands. Teachers and students must deliver learning many things that can be done using the Canva app, such as creating videos, creating images, and presentations. This is certainly very easy in making English teaching materials that require visualization of images and videos in conveying information. Canva promotes extensive creative flexibility and

experimentation. It might be tempting for educators to believe that their students are creatively adept and at ease (Atherton, 2018). Creating a free Canva account grants access to hundreds of pictures and icons that can be incorporated into current templates or used to create a design from scratch. Canva is ideal for basic graphics (like a thumbs-up icon for a statement announcing the outcomes of a class project, a bold arrow to highlight a portion of our assignment's instructions, or a photo of your class with the date imprinted on it). When our design is complete, we can save it as an image.

Based on the opinions of these experts, it can be concluded that Canva is another online design tool that offers a variety of tools or editing tools to create different visual designs, including posters, flyers, infographics, banners, invitation cards, presentations, Facebook covers, and many more. There are various tools for modifying photographs, such as photo editors, filters, frames, stickers, icons, and design grids. Canva is an online design platform that offers many features, including presentations, resumes, posters, flyers, brochures, graphics, info graphics, and more. Banners, flyers, diplomas, certificates, business cards, thank-you notes, invitation cards, etc. Invitation cards, business cards, thank you cards, postcards, logos, labels, bookmarks, newsletters, covers of CD covers, book covers, desktop wallpapers, templates, photo editing, YouTube thumbnails, Instagram stories, twitter posts, and Facebook covers. Presentations of many kinds can be found on Canva, including those that are artistic, educational, straightforward, business-related, marketing-related, sales-related, and technological.

## **2. The Procedure of Canva**

The choice of learning media as a means of informing students must be made in accordance with the needs and circumstances of the students, the schools, and the learning goals. It is to simplify and simplify the interaction of students with other students, teachers, and teaching

materials at school that media is used in teaching and learning activities. The following is the procedure that has been modified by the researcher in using Canva as a medium in English language teaching and learning:

1. The teacher informs the students about the learning materials to be delivered along with the media to be used before the teacher starts teaching.
2. The teacher introduces the students to Canva which will be used as a learning media, how the media relates to the learning material through Canva and asks the students to focus on the media and the material presented.
3. Showing students related media in the form of PowerPoints and learning videos that have been prepared; to help students understand the research objectives.
4. Show and explain to students related to learning materials using the Canva media that has been provided.
5. Asked students to pay attention to the presenter/teacher and gave instructions to students to identify and record the important points of the material presented.
6. Students begin to identify the learning material created with Canva that has been provided by the researcher or teacher. Students are allowed to ask questions about the topic to ensure their understanding.
7. After finishing presenting the material using Canva media, the teacher closes the class and says greetings and thanks for students' participation during teaching and learning activities.

### **3. The Advantages and Disadvantages of Canva**

Because of the many features that have been developed in Canva, one of its advantages is that it offers a choice of attractive designs that can boost the creativity of teachers and students in producing various learning media. Canva can also save time when creating instructional materials that will be used practically. Additionally, a gadget can be used

for designing instead of a laptop (Tanjung & Faiza, 2019). Canva has both benefits and drawbacks. For example, in order to use the Canva application, each user must have a data package. Additionally, the designs offered in the Canva application feature a number of premium templates that are not free.

In the Canva application, the material is designed to be more interesting, this will make it easier for teachers to explain the material in detail in just one presentation slide and even equipped with examples and assignments. In addition, on Canva presentation slides, we can include images so that it can attract students to learn the material presented. Another advantage of Canva is that teachers can innovate with each other and collaborate with other teachers so that teachers can correct each other. Canva can also be implemented with the classrooms that have been provided so that teachers can make it easier for teachers to enter material in their classes. The availability of templates with various themes that are very attractive to users makes Canva much liked and the application is very easy for novice users. According to Tanjung and Faiza (2019), "Canva is one of the learning media that can make it easier and save teachers time in designing learning media. In Canva, students can more easily understand lessons because the display of text, animation, graphics, video is in accordance with the desired appearance so that students are more focused on paying attention to lessons with an attractive appearance ". In addition, another uniqueness of Canva is that the material that has been designed on Canva can be easily downloaded at once in a variety of format options that have been provided including, PDF (Portable Document Format), Image (PNG, JPG) or video (MP4, GIF) or in other formats that have been provided. So that this teacher can easily print interesting teaching materials when needed at any time.

In addition to the advantages obtained in this Canva, there are also very basic shortcomings that can be found in this Canva, namely when you want to use it or use Canva, each user is required to have a data

package in order to be connected and be able to use this Canva, besides that the designs presented in Canva are some templates that are not free or paid, but this does not matter because there are also many good and free templates to use. The disadvantages of Canva are as follows:

Canva software is based on a relatively stable internet network, so if there is no internet or quota on the cellphone or laptop that will be used to access Canva, Canva cannot be used or support the design process. In Canva there are paid templates, stickers, illustrations, fonts, and so on. So, some are paid and some are not paid. But this doesn't matter because there are many interesting and free templates to use. Sometimes the design chosen has similarities with other people's designs, be it the template, image, color or so on.

#### **4. Implementation Teaching Writing Through Canva**

Canva is integrated to promote learning activities in writing exercises. Teachers utilized some features provided in creating learning media to practice writing. It is in line with Smaldino et al. (2015) who argue that Canva can be designed for various learning activities to achieve learning goals. For instance, the feature of abstract part, students are asked to visualize their narrative introductory using concrete abstract ideas. Students write their introductory paragraph in Canva part (abstract) in the form of concrete sitemaps. At the same time, teachers give them a guideline of narrative generic structures. It aims to make students stay focus on completing narrative paragraphs.

The use of Canva application make easier for t eachers to design learning media focusing on writing correction or grammatical checkers. For instance, when teachers asked students to practice to write introductory paragraphs of narrative texts, students are easy to create some drafts indicating issues or themes becoming topic sentences. They create sentences in the form of pictures or posters using to compile their ideas in online. It is in line with Anwar (2021) who investigates that



Canva application can be used for creating many things for learning goals. It is proven by Al-khoeri et al. (2021) inform that Canva is a graphic design application that facilitate students to easily design various types of creative ELT materials online.

#### **D. Previous Study**

Some researchers have conducted research involving the use of Canva as 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 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 previous study, researcher have different and similar aspects in conducting research. Previous Study 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 will 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.