# CHAPTER I
# INTRODUCTION

## A. Research Background

Written language is more popular than spoken language in the current period. It may be seen in many of the actions that individuals conduct in this planet on a regular basis. Most people in this world prefer to communicate and make decisions via written language. Their tasks will be made easier and more efficient. Learning English in high school is essentially inseparable from language skills, which in this case are four aspects, namely listening, speaking, reading, and writing.

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) that writing skills cannot be possessed automatically, but rather must go through a process of practice and practice a lot and regularly. Learning to write is not easy for senior high school students, but they must master this talent in order to achieve their future goals. As a result, because English is a required subject in senior high school, the teacher must spend a significant amount of time teaching writing to the students. At this stage, pupils are expected to be able to communicate in written and spoken materials in order to handle daily concerns. To achieve that purpose, a unique approach to solving some writing challenges is required. In terms of generating a writing product, the adoption of an appropriate method in teaching writing will contribute to the success of students' writing abilities. It is true that the teacher's teaching approach will have an impact on teaching writing.

Learning media has a significant role in fostering academic achievement, a teaching method that uses media as a means of channeling messages to facilitate learning for students and teachers. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Education Process Standards clarifies the importance of learning

media by stating that "learning media in the form of learning process aids to facilitate the delivery of learning materials." Collaboration and learner-centeredness are essential for effective and enjoyable learning (Boholano, 2017). Learning media is needed by teachers to assist classroom teaching.

Technology-based learning resources can be used by teachers and students. Canva is one of the applications that teachers use as learning media to encourage student creativity. According to Gopal (2021), educators should use technology to help students learn higher order thinking skills, including creativity, critical thinking and problem solving. In this digital era, teachers can produce modern, creative and innovative learning through the use of technological innovations. Teachers can encourage students' interest in learning and knowledge of technology by utilizing various media. By using canva teachers can create creativity when teaching with learning media and help develop their creative talents in the field of design. In addition, using canva as a learning media can help students to easily understand the material presented by the teacher and make learning more interesting and not boring. According to Arunachalam & Munisamy (2022), Canva offers a flexible platform. The system can be modified by educators and learners to support the teaching and learning process. The focus is on collaboration during the learning process by encouraging interaction between teachers and learners. Students can submit their papers, receive alerts, and interact with learning resources allocated in the form of Canva and connect social media accounts to canva accounts.

Based on the results of preliminary observation at SMAS Pancasila Sungai Kakap conducted by researchers through interviews with one of the teachers there, namely the English teacher, they have never used Canva as a learning tool in their class, especially for English lessons, and they more often use books, the internet to find learning resources. Canva is used as an English learning tool with the aim of helping students in the learning process because it is more creative, clear, and useful and interesting so that students do not feel bored during the English learning process related to writing skills. Based on the interview with the English teacher, students tend to be less engaged in their

learning because they are not so interested in the subject matter being discussed. More interesting media is needed, but it should also be relevant to the subject matter. Therefore, educators should use Canva app. Books and online learning resources still dominate the learning media currently used besides that, students' writing ability is low, therefore learning media is needed, namely Canva to support the learning process so that it is fun and not boring.. Because by using Canva learning media, students will be more familiar with current technological advances, educators must also use Canva to teach.

Triningsih (2021) entitled "Implementing the Canva Application to Improve the Ability to Present Text Critical Response Through Project-Based Learning". The focus of this research is to find out or investigate how the use of Canva through project-based learning can improve students' ability to present critical response text. From this research, it was found that Canva is proven to be able to improve the ability to present critical response text students in class IX at SMP Negeri 1 Karangploso for the academic year 2020/2021 as evidenced by an increase in the percentage of learning motivation scores and learning outcomes in each cycle. The difference between this study and the research that the researcher conduct is that this study focused on investigating the use of Canva to improve the ability to present text students' critical responses while in the research that conduct by the researcher focus on investigating how can Canva improve reading skill eleventh-grade students at SMA N 1 Sungai Kakap.

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. The results of this study state that canva media has a positive or effective influence on its use to improve students' mastery of writing skills. They focus on seeing how Canva affects students' writing skills, while in the research the researchers focus on how Canva can improve the writing skills of grade XI students at SMAS Pancasila Sungai Kakap.

Muhamad et all, (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. They focused on teaching writing directly using the Canva application while the researcher used Canva as a learning tool or media to explain the material discussed and what the researcher did focused on investigating how Canva can improve the writing skills of eleventh grade students at SMAS Pancasila Sungai Kakap.

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 to improve writing skill by using Canva to the eleventh grade students at SMAS Pancasila Sungai Kakap in the academic year 2022/2023 ?"

## C. Research Purposes

Based on the research question, this research purpose to improve aims the writing skill of students' by using Canva at the eleventh-grade students of SMAS Pancasila Sungai Kakap in the academic year  2022/2023.

**D. Significance of the Research**

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

1. Theorical sigificances

    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 Significance

    By compiling this research, the writers hope that this research can contribute and have a positive impact on School, English teachers, researcher 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

    The findings of this study may help English teachers refine their approach to teaching English, particularly writing. The English teacher may learn more about some powerful writing strategies from it. 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. The findings of this study may help English teachers refine their

approach to teaching English, particularly writing. The English teacher may learn more about some powerful writing strategies from it.

c. To students

It is believed that the findings of this study would aid students in their efforts to learn English more effectively. The students can learn some innovative methods to learn English while having fun by using canva. 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

To researchers hopes that is research will provide a reference for other researchers to add the existing shortcomings of tis 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. Research Hypothesis

The research 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 SMAS Pancasila Sungai Kakap  in the academic year 2022/2023

**F. Scope of the Research**

1. Research Variable

A research variable is something that can be the center of attention that has an influence and has value. According to Shukhla (2018) 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. Mowever, According to (Sugiyono, 2019: 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. 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 Students' 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 writer will explain the variables that will be used in the study:

1. 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. According to Nunan (2003: 88), writing is the process of thinking up ideas, considering how to put them into effective writing, and logically organizing those ideas into statements and paragraphs.

2. Canva

Canva is a design tool that can be used on both the web and an app. It offers a number of appealing design elements and tools that make it

simpler for users to design as imaginatively as they like. Numerous folks are fond of the Canva design tool. Starting with students, Canva is used by professors, college students, speakers, editors, and other users to create a variety of visuals.

3. SMAS Pancasila Sungai Kakap

SMAS Pancasila Sungai Kakap is one of the education units with high school level in Sungai Kakap District, Kuburaya Regency, West Kalimantan. SMAS Pancasila Sungai Kakap is located at JL. Raya Sui Kakap, KM. 11, 5 Pal IX, Kubu Raya, Punggur Kecil, Sungai Kakap District, Kuburaya Regency, West Kalimantan.