CHAPTER II
IMPROVING STUDENTS' WRITING SKILL BY USING CANVA

A. Writing

1. The Definition of Writing

Writing is a creative process that involves searching for and identifying one's thoughts. It is possible to define writing as the process of expressing ideas and putting them into written form. However, because it demands skill, it is not a straightforward procedure. focusing not only on grammar and rhetorical devices but conceptual and prejudicial components. As per Nunan (2003: 88), writing is the act of thinking in order to generate ideas and thinking about organizing the thoughts and how to present them in effective writing clearly into the statement and paragraph. As stated by Brown (2001:336) as well Writing requires thought. Because writing is seen as a process, students must follow basic steps in order to produce high-quality written work. Writing should be done at our convenience as a way to express ideas or thoughts in language. As the "probably the most difficult thing to do in language," writing is not a skill that comes naturally or is learned quickly (Nunan, 1999:271).

Writing is an action that contributes to the production of written text, hence it is a productive talent. A good piece of writing includes both precise language use and well-organized content. Writing has a distinct personality. Writing encompasses a wide range of sub-skills, including constructing English grapheme and orthographic patterns, employing appropriate grammatical structures, and communicating a specific meaning using various grammatical forms. 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. Moreover, it may be said that writing is a

process of imagining new ideas, considering how to put them into writing, and organizing them into sentences and paragraphs clearly. It implies that the students should investigate the concepts, and turn them into strong sentences or text.

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:

1) 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.

2) 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.

3) Distance

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

4) Orthography

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

5) Complexity

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

6) Formality

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

7) Vocabulary

Written text typically contain a broader variety of words than oral text 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 (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 (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

In the writing process, researcher can be said to be successful if their writing contains several aspects of writing, their writing must contain several aspects of writing which must consist of various elements such as content, organization, vocabulary, language use, and even mechanical elements. (Jacobs, 1981 as cited in Weigle, 2002: 116) states that these aspects are: "there are five aspects of writing". A clearer explanation of each of these elements is as follows:

a. Content

Content includes the body of the writing, the core idea's experience (unity), and collections of linked statements that a writer uses to create a subject as a whole. Instead of specifically completing the roles of transition, restatement, and emphasis, content paragraphs do the work of communicating ideas. 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

The logical way that content is organized is referred to as organization (coherence). It is hardly more than a haphazard attempt to bring all the facts and concepts together. Even in an early draft, it may still be searching for organization, looking for patterns in its data, and trying to align its subject specifics with an idea of purpose that is still only partial. 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 in this case rests on the selection of appropriate words based on the content. It starts with the notion that the writer wants to express the idea as clearly and straightforwardly as possible, as this will be the general rule, which is that clarity should be the main goal. The main goal is to choose words that can express the meaning precisely, and not skew or obscure it. Vocabulary itself is related to the ability to choose words that are used in the appropriate sentence composition. The more vocabulary used in writing, the more opportunities there are to produce better results.

d. Language Use

While writing a paragraph, language use refers to the use of the proper grammatical and syntactic structures to organize, combine, and sparingly use concepts in words, phrases, clauses, and sentences to highlight logical linkages. 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:

- Imitative.

This is the first stage that can be used to interest student in writing. We can use this type for beginners as it is the simplest among the three. Students are only instructed to mimic certain written phrases or sentences. They have to understand spelling, punctuation, and other parts of writing mechanics. The application of structural rules is the focus of this type of writing, while the context and meaning of the written output receive less attention. Learners must master basic and fundamental skills in writing letters, words, punctuation, and very short sentences to form written language. This category includes the ability to recognize phoneme-grapheme correspondences in the English spelling system as well as the ability to spell words correctly. At this level, students strive to master the rules of writing. At this point, context and meaning are less important than form, which is the main, if not the only, focus.

- Intensive (controlled)

The ability to produce language that is acceptable in a context, collocations, idioms and grammatical structures that are accurate to sentence length goes beyond the basics of mock writing. While meaning and context play a role in determining what is correct and appropriate, this falls entirely under the writerity of text design. The issue is not only

about the use of good writing mechanics and grammatical agreement, but also about the selection of acceptable vocabulary appropriate to the topic. While the form and meaning of the writing are considered in determining accuracy and appropriateness, the structural form receives the greatest attention.

- Responsive.

    In this assessment activity, learners are expected to work at a limited level of discourse while linking sentences to form paragraphs and creating logical chains of two or three paragraphs. This task is in accordance with educational directives, requirement lists, outlines and other guidelines. Narratives and short descriptions belong to the writing genre. Unlike the imitative or intense type, which focuses on the internal parts of sentences, the responsive type is concerned with how sentences and paragraphs can be connected in an acceptable way. This type requires the writer to concentrate more on the level of discourse. When applying this type of writing performance in pedagogical instruction, certain norms and criteria can be used.

- Extensive

    Extensive writing is the successful management of all writing processes and strategies for all purposes, up to the length of an essay, using details to support or illustrate ideas, showing syntactic and lexical variation, and, in many cases, going through a process of several drafts to produce a final product. Grammatical form is rarely focused on during editing or proofreading of drafts. When dealing with this style of writing performance, writers are not constrained by certain norms and criteria. Instead, this style gives writers the freedom to control their writing projects. The focus is on whether the writer can achieve their writing goals and sequence their ideas logically. Meanwhile, grammatical forms are also involved, but only to a certain extent.

From the explanation above about the types of writing skills, students are expected to master the types of writing skills, especially in intensive because intensive is a type of writing skill in which there is the ability to produce acceptable language in a context, collocations, idioms, and accurate grammatical structures to sentence lengths that go beyond the basics of mock writing.

4. **Criteria of Good Writing**

According to Harris (2001: 13) there are five criteria of good writing, they are:

1. Content: Writing must express the key concept for a reader to understand the writer's intention.
2. Form: Writing should include connections and transitions that are logical or associative and express the relationship of the concept being described.
3. Grammar: When writing, one should follow the grammar rules relating to the use of synthetic patterns, grammatical forms, and tenses with time sequence.
4. Style: Writing should be engaging to the reader through unique insight and clarity.
5. Mechanic: Writing requires accurate spelling and grammar.

Therefore, Writing contains a variety of linguistic components, therefore Smith in Reid (1993:247) gives some standards for what constitutes effective writing. These are what they are:

a) Content
   1. It concentrated on a specific topic.
   2. The reader can clearly understand the writing's goal.
   3. It is preferable to present the thesis.

b) Organization
   1. The opening grabs the reader's interest and primes them for the content to come.
   2. It's simple to navigate the layout.
   3. The transition from one thought to the next is obvious.

4. There is coherence between paragraphs one and two.

5. The final composition is summarized in the conclusion.

c) Style

1) A variety of syntactic structures can be seen in a sentence.

2) Vocabulary matches writing in content.

d) Correctness

1) All mechanics, including punctuation, capitalization, spelling, and grammar, are right.

2) Appropriate and accurate word usage.

The criteria for good writing can be deduced from the definition above to include content, form, language, style, and mechanics.

B. Canva

1. The Definition of Canva

Canva is one of the tools used to create free and non-commercial designs with templates and appealing images so that students may express themselves freely and have a choice of options to select from when filling up the wording on the poster (Adi, 2020:7). Canva is a graphic design application available online (Haake, 2021). (Bradley, 2015) Canva, which is available at https://www.canva.com, provides a selection of readymade designs for making presentations, posters, blog graphics, and social networking headers for our accounts. Canva can create more advanced designs for print media (for example, flyers, posters, invitation cards, brochures, and so on) (Navarre, 2018).

Canva assists users in demonstrating understanding of a range of topics by allowing them to create posters, presentations, flyers, infographics, book covers, newsletters, programs, reports, media kits, and more (Waring, 2021). According to Martin (2016), Canva provides teachers and students with a simple new way to design. Its drag-and-drop functionality allows you to create presentations, posters, single-page documents, and social media

posts. Canvas, according to Arunachalam and Munisamy (2022), provides a very adaptable platform. Both teachers and students can customize the system to their specific teaching and learning needs.

Communication between the instructor and the student is emphasized, allowing for collaboration during the learning process. Canvas LMS allows students to receive warnings, submit papers, and interact with the allocated learning resources. Connecting canvas accounts to social media accounts. Canvas allows teachers to provide comments, incorporate videos, blogs, wikis, and other instructional channels, and measure the progress of their students. Canvas has excellent audio and video recording capabilities built in. This function is useful for a variety of purposes, including homework, tests, and course materials.

Canva provides numerous advantages for developing new and creative educational materials. Canva's presence appears to meet current needs. Teachers and students must provide instruction in a variety of ways, including making videos, photos, and presentations utilizing the Canva software. Making English teaching resources that use the visualization of images and videos to deliver information is absolutely extremely simple. Canva encourages a high level of creative liberty and experimentation. It is tempting for teachers to feel that their students are naturally creative and at ease (Atherton, 2018). Creating a free Canva account gives you access to hundreds of images and icons that you can use to customize existing templates or to start from scratch. Canva is great for creating simple graphics (such as a thumbs-up icon for a statement announcing the results of a class project, a bold arrow to highlight a piece of our assignment's instructions, or a photo of your class with the date imprinted on it). When we're finished with our design, we can save it as an image.

Based on the thoughts of these professionals, it is possible to conclude that canva is yet another online design tool that provides a number of tools or editing tools for creating various visual designs such as posters, flyers, infographics, banners, invitation cards, presentations, Facebook covers, and

many more. Photo editors, filters, frames, stickers, icons, and design grids are some of the tools available for changing images. Canva is a multi-featured online design tool that includes elements such as presentations, resumes, posters, flyers, brochures, graphics, info graphics, and more. Banners, flyers, diplomas, certificates, business cards, thank-you letters, invitation cards, and other printed materials. Invitation cards, business cards, thank you cards, postcards, logos, labels, bookmarks, newsletters, sCD covers, book covers, desktop wallpapers, templates, photo editing, youtube thumbnails, instagram stories, twitter posts, and facebook covers are some of the services we offer. On Canva, you may find presentations of all kinds, including creative, instructional, straightforward, business-related, marketing-related, sales-related, and technology.

1. **The Procedure of Canva**

Teachers are expected to increase students capacity to produce more engaging and inventive learning materials for students by utilizing tools for learning like Canva. Because developers created Canva with the intention of making it simpler for users to upload their ideas in any format and design, using the app is quite simple. According to Fajri, et al. (2022) Teachers can create visual designs quickly and effortlessly with Canva, and they can select from a variety of available content to produce engaging and cutting edge learning materials. The procedure for use Canva the implementation Teaching Writing Through Canva are as follows, as well as the steps for using Canva in classroom learning activities;

a) Before starting teaching, the teacher informs students about learning resources, namely explanation text and the media that the teacher will display, namely Canva-based media

b) The teacher introduces students to Canva which will be used as a learning medium and instructs students to concentrate on the media and material presented.

c) Show student-related media in the form of Canva-based learning videos that have been prepared to help students understand the learning objectives and explain to students about the material being broadcast.

d) Make good use of Canva media to provide explanations and understanding of the material discussed, demonstrate and explain the elements of learning to students.

e) Instruct students to pay attention to the teacher and identify and record important parts of the material presented.

f) Students begin to understand the material presented by researchers or teachers. Students can ask questions about the material to check their understanding.

g) After finishing the presentation by showing the video or showing the Canva-based material, the teacher instructs the students to write an explanation text then discusses the explanation text that the students have written together after that the teacher and students conclude the lessons learned at the meeting then then the teacher ends the class and greets and thanks the students for their involvement in teaching and learning activities.

2. **The Advantages and Disadvantages of Canva**

   a. **Advantages of Canva**

   In the world of education, Canva is a graphic design application that is very useful for both teachers and students. For teachers, Canva has a very useful role in helping to make learning media. With the various tools or features provided by Canva, of course, it has various advantages in supporting the process of making learning media, this was also said by Tanjung & Faiza (2019) who stated several advantages of Canva of them:

   1) Has a variety of attractive graphic designs, animations, templates, and page numbers.

   2) Being able to increase teacher creativity in designing learning media because of the features that have been provided.

3) Save more time in designing practical learning media

4) Students can review material from the Canva learning media that has been given by the teacher

5) Designing can be done either using a laptop or smartphone

6) Teachers can collaborate with other fellow teachers in designing learning media

7) The image resolution is good, then Canva media slides can be printed automatically by setting the print size.

This is also supported by Pelangi in Wulandari & Mudinillah (2022) which states that Canva's advantages include having an attractive design and of course various; helping increase the creativity of both teachers and students in making learning media by utilizing the various features available; besides being practical but also saving time in designing learning media; and designing can be done either on a laptop or smartphone.

Harahap, et.al (2022) also reinforces that Canva is the right application to help the learning process because:

1) Canva is an online application that can be downloaded for free

2) Canva is not only used on laptops but can also be used on devices

3) Many interesting features and free templates provided by Canva; and

4) Designs can be easily downloaded and displayed in other applications such as PowerPoint for example.

Utilizing the Canva application in the current digital era as a learning media is seen as helping to support the learning process. The Canva application as a learning media is considered to be able to create a creative and fun learning process that helps increase motivation and the active role of students with teaching materials explained by the teacher. As this is supported by the results of research conducted by Triningsih (2021), namely the use of the Canva application in a project-based learning process can improve students'

abilities and creativity in presenting critical response text. It can also be seen from the research that the use of the Canva application as a teaching media helps create an atmosphere of online learning that is more enjoyable so that students become more creative as well as active and not bored in the online learning process.

In addition, it is alleged that the application of the Canva application as a learning media can increase teacher creativity. As stated by Tanjung & Faiza (2019) that applying Canva as a learning media can help increase teacher creativity in designing learning media as well as save more time and effort in designing the learning media. In addition, the use of Canva as a learning media is known to be feasible to implement in all subjects so it helps to improve the quality of education in these schools.

From the explanation above, the use of Canva itself as a teaching media can be said to be effective and efficient to use in supporting the learning process in the classroom. Canva can provide a fun and creative learning experience to create a positive learning atmosphere. It is because of the positive learning atmosphere that the motivation, concentration, attitude, and memory of students are affected. Learners participate more in the learning process and more easily remember information or knowledge from the learning material they get during the learning process. This is supported by Smaldino, et.al in Yundayani, et.al (2019) who state that visual teaching media such as Canva can make imaginative ideas more real, besides that it can increase student motivation, focus attention directly, can repeat and recall previous knowledge.

b. **Disadvantages of Canva**

You can see the many advantages or benefits provided by Canva, but it cannot be denied that the Canva application itself also has several disadvantages. According to Pelangi in Chandra, et.al (2022) Canva's weaknesses or disadvantages include:

1) Designing using Canva requires a stable and adequate network

2) There are several templates, stickers, depictions, fonts, and other features available for a fee that can only be accessed using a Pro account

3) It is possible that the design chosen is similar to the design of other users both in templates, stickers, images, colors, and so on; and

4) The Canva mobile app doesn't have the same features as the website, Mac, or PC edition, making it more difficult to design on mobile.

3. 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 concreate 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.

It is impossible to overestimate the importance of writing when learning a language. Writing effectively calls on knowledge of language, grammar, and the capacity to organize and accept ideas. Many students pursuing higher education, particularly those in Indonesia, place a strong importance on developing their English writing abilities. In comparison to reading, listening, and speaking, writing in English is regarded as one of the essential academic talents and one of the most difficult to master.

Canva is a website that offers visual content that can be used as a window into the world outside of language classes. It also, of course, contains a library of readily available authentic content. The students had all

they needed to refine their writing concepts. The use of cava increased their writing creativity and helped students develop their writing skills. The kids discovered that writing was simpler using Canva. Canva made it simple for them to communicate their ideas and made it simple for readers to comprehend the messaging. An software called Canva makes graphic design easier. Canva is a comprehensive design tool that enables you to create or edit your designs and generate eye-catching images. This program is excellent for improving writing ability. More than 60,000 templates are available for you to pick from on Canva. You can write whatever you want once you've selected a template. Using Canva, teachers may create materials and evaluate their pupils.

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 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 implementation Teaching Writing Through Canva is :

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.

C. Previous Study

Some researchers have conducted research involving the use of Canva as media in teaching English, namely:

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.

Wahyuni, et al. (2022) entitled "Increasing Students' Interest in Learning English Through Canva Application". This research focuses on examining students' interest in learning English subjects by using the Canva application as a learning media. From the results of this study, it was found that the use of the Canva application as a learning media can increase students' interest in learning, so it can be said that students' interest in using the Canva application as an English learning media is very high. The difference between this research and the research that the researcher conduct is that in the research conducted by Wahyuni, et al. (2022) they focused on seeing how high and low students' interest in learning English using the Canva application, while in the research that the researcher conduct focus on investigating how can Canva improve writing skill eleventh-grade students at SMAS Pancasila Sungai Kakap.

Elsa, C., & Khoirul, A. (2021), entitled "The Perception of Using Technology Canva Application as a Media for English Teachers Creating Media Virtual Teaching and English Learning in Loei Thailand". This study focuses on knowing the perceptions of English teachers in using the Canva application as a virtual learning media creation in Loei Thailand. The results of Elsa, C., & Khoirul, A. (2021), turns out that Canva helps teacher to easier create learning media, besides that Canva can improve the online learning process and the learning media effectively, and also Canva as a teaching and

learning media is easy to share or distribute to the students. The difference between Elsa, C., & Khoirul, A. (2021) and the research that the researcher conduct is the focus of the research objectives themselves, whereas in Elsa, C., & Khoirul, A. (2021) they focused on examining the perceptions of English teachers in using Canva as a virtual learning media in Loei Thailand while the research that the researcher conduct is focus on investigating how can Canva improve writing skill eleventh-grade 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.