

**ENHANCING STUDENTS' WRITING SKILL THROUGH CANVA
APPLICATION AT THE EIGHTH GRADE STUDENTS OF
PESANTREN NURUL JUNAIDIYAH BURAU**

A Thesis

*Submitted to the English Language Study Program of Tarbiyah and Teacher Training Faculty of
Islamic State University of Palopo for Undergraduate Degree in English Education.*



Submitted By

SITI QONI'AH QANA'AH MARHUNI

21 02020 059

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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21 0202 0059

Consultant:

- 1. Dr. Wisran, S.S., M.Pd.**
- 2. Wahibah, S.Ag., M.Hum.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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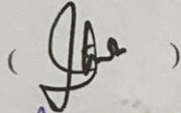
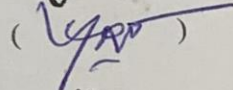
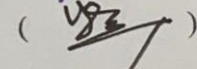
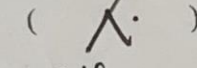
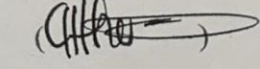
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THESIS APPROVAL

This thesis entitled "Enhancing Students' Writing Skill through Canva Application at the Eighth Grade Students of Pesantren Nurul Junaidiyah Burau" which is written by Siti Qoni'ah Qana'ah.M, Registration Number 21 0202 0059, the students of English Language Education Study Program Tarbiyah and Teacher Training Faculty Islamic State University of Palopo, has been examined and defended in Munaqasyah session which is carried out on Tuesday, August 5st 2025 M. Coincided with 11 Shafar 1447 H. it is has been approved by the examiner as requirement to pursue the title of Sarjana Pendidikan (S.Pd).

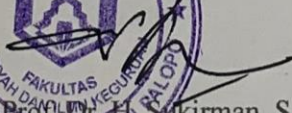
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- | | | |
|---|---------------|---|
| 1. Husnaini, S.Pd.I., M.Pd. | Chairwoman | () |
| 2. A. Musafir Rusyaiddi, S.Pd.I., M.A, Tesol. Ph.D. | Examiner I | () |
| 3. Nurhayati Usman, S.Pd.I., M.Hum. | Examiner II | () |
| 4. Dr. Wisran, S.S., M.Pd. | Consultant I | () |
| 5. Wahibah, S.Ag., M.Hum. | Consultant II | () |

Approved by:

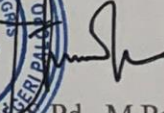
On behalf of Rector of UIN Palopo
Education and Teacher
Training Faculty



Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP. 19640516 200003 1 002



The Head of English Language
Education Study Program



Husnaini, S.Pd., M.Pd.
NIP. 19840802 200902 2 007



STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Siti Qoni'ah Qana'ah.M

Registration Number : 21 0202 0059

Faculty : Education and Teacher Training

Study Program : English Language Education Study Program

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Thesis Entitled : Enhancing Students' Writing Skill Through Canva
Application at the Eighth Grade Students of Pesantren
Nurul Junaidiyah Burau

Written By

Name : Siti Qoni'ah Qana'ah.M
Reg Number : 21 0202 0059
Faculty : Tarbiyah and Teacher Training
Study Program : English Language Education

It has been corrected and approved to be examine Munaqasyah examination

Palopo, 14 July 2025

Consultant I



Dr. Wisran, S.S., M.Pd.

NIP. 19720611 200001 1 001

Consultant II



Wahibah, S.Ag., M.Hum.

NIP. 19690504 200312 2 002

EXAMINER APPROVAL

Thesis Entitled : Enhancing Students' Writing Skill Through Canva
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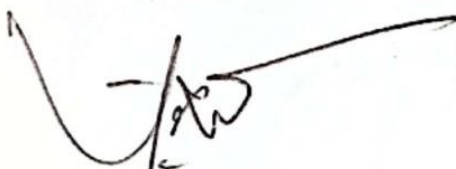
Written By

Name : Siti Qoni'ah Qana'ah.M
Reg Number : 21 0202 0059
Faculty : Tarbiyah and Teacher Training
Study Program : English Language Education

Has been corrected and approved to be examine Munaqasyah examination

Palopo, 14 July 2025

Examiner I



Musafir Rusyaidi, S.Pd.I., M.A, Tesol, Ph.D.
NIP. 19820624 201503 1 003

Examiner II



Nurhayati Usman, S.Pd.I., M.Hum.
NIP. 19831108 202321 2 024

NOTA DINAS PEMBIMBING

Palopo, 11 Juni 2025

Lampiran : -

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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Nama : Siti Qoni'ah Qana'ah.M

NIM : 2102020059

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

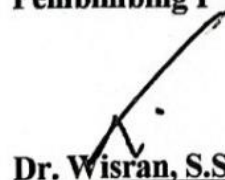
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Wassalamu'alaikum Wr.Wb

Pembimbing I



Dr. Wisran, S.S., M.Pd

NIP. 19720611 200003 1 001

Pembimbing II



Wahibah, S. Ag., M.Hum

NIP. 19690504 200312 2002

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Palopo, 21 July 2025

The Researcher

Siti Qoni'ah Qana'ah.M

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ABSTRAK

Siti Qoni'ah Qana'ah.M, 2025, "Meningkatkan Keterampilan Menulis Siswa melalui Aplikasi Canva pada Siswa Kelas VIII Pesantren Nurul Junaidiyah Burau." Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Wisran dan Wahibah.

Penelitian ini berfokus pada peningkatan keterampilan menulis siswa melalui penggunaan aplikasi *Canva* pada siswa kelas VIII Pesantren Nurul Junaidiyah Burau. Penelitian ini menggunakan metode *Classroom Action Research* (CAR). Instrumen penelitian berupa tes (*pre-test* dan *post-test*) serta lembar observasi. Data dianalisis dengan menggunakan analisis kuantitatif dan kualitatif. Penelitian ini dilaksanakan dalam dua siklus, masing-masing terdiri atas dua pertemuan. Populasi penelitian adalah siswa kelas VIII Pesantren Nurul Junaidiyah Burau, dengan sampel sebanyak 17 siswa dari kelas VIII Putri Umum. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa pada *pre-test* lebih rendah dibandingkan dengan *post-test* ($56,29\% < 89,23\%$). Peneliti menyimpulkan bahwa terdapat peningkatan keterampilan menulis teks poster dengan menggunakan aplikasi *Canva* pada siswa kelas VIII Pesantren Nurul Junaidiyah Burau.

Keywords: Teks Poster, Aplikasi *Canva*, Keterampilan Menulis

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ABSTRACT

Siti Qoni'ah Qana'ah.M, 2025. *"Enhancing Students' Writing Skill through Canva Application at the Eighth Grade Students of Pesantren Nurul Junaidiyah Burau."* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervised by Wisran and Wahibah.

This research focuses on improving students' writing skills through the use of the Canva application among eighth-grade students of Pesantren Nurul Junaidiyah Burau. The study employed Classroom Action Research (CAR) as its method. The research instruments consisted of tests (pre-test and post-test) and observation sheets. Data were analyzed using both quantitative and qualitative approaches. The research was conducted in two cycles, each comprising two meetings. The population of the study included eighth-grade students of Pesantren Nurul Junaidiyah Burau, with a sample of 17 students from the eighth-grade *Putri Umum* class. The findings revealed that the students' average score on the pre-test was lower than on the post-test ($56.29\% < 89.23\%$). The researcher concluded that the use of the Canva application effectively enhanced students' poster-text writing skills among the eighth-grade students of Pesantren Nurul Junaidiyah Burau.

Keywords: Poster Text, Canva Application, Writing Skill

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الملخص

سيتي قنينة قنائة.م، ٢٠٢٥م. "تعزيز مهارة الكتابة لدى التلاميذ من خلال تطبيق كانفا Canva عند تلاميذ الصف الثامن في معهد نور الجنيدية بُراو". رسالة جامعية، برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، جامعة بالوبو الإسلامية الحكومية. بإشراف: وسران ووهيبة.

تركز هذه الدراسة على رفع مهارة الكتابة عند التلاميذ من خلال استخدام تطبيق كانفا في الصف الثامن بمعهد نور الجنيدية بُراو. وقد استخدم البحث البحث الإجرائي الصفّي، وكانت أدواته الاختبارات (الاختبار القبلي والاختبار البعدي) وأوراق الملاحظة. وحُللت البيانات بالأسلوبين الكمي والكيفي. نُفذ البحث في دورتين، تضم كل دورة لقاءين. وشملت عينة البحث ١٧ تلميذاً من الصف الثامن (شعبة البنات - القسم العام). وأظهرت النتائج أن متوسط درجات التلاميذ في الاختبار القبلي كان أقل من الاختبار البعدي ($56,29\% > 89,23\%$). واستنتج الباحث أن هناك تحسناً ملحوظاً في مهارة كتابة النصوص الإعلانية (الملصقات) باستخدام تطبيق كانفا لدى تلاميذ الصف الثامن في معهد نور الجنيدية بُراو.

الكلمات المفتاحية: النص الإعلاني (الملصق)، تطبيق كانفا، مهارة الكتابة

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CHAPTER I

INTRODUCTION

A. Background

Writing is one of the English language skills that learners must possess. The composing is also a communication tool that conveys information to others. Writing is a means of communication where individuals express their ideas, thoughts, and information to others through written text. Hence, by learning to compose, students can record, document opinions, converse with others, and explore their ideas creatively. Not only does this involve copying words or sentences in a paragraph or text, but by writing, students can express their thoughts in an organized literary structure. Through writing, students can train their thinking power to be more directed and can train their exploration skills in generating and organizing their ideas into a cohesive text. Therefore, if developed continuously, students can be motivated to create written work and can measure their potential abilities.¹

One of the important roles that can support success in learning to write is by utilizing learning media. The utilization of suitable instructional can help increase students' creativity to produce good writing. One of the instructional tools that support the teaching and learning process is the CANVA application. Utilization of the CANVA application is one of the simple visual

¹ Tira Nur Fitria, "Creative Writing Skills in English: Developing Student's Potential and Creativity," *Ebony: Journal of English Language Teaching, Linguistics, and Literature* 4, no. 1 (2024): 1–17, <https://doi.org/10.37304/ebony.v4i1.10908>.

learning media that makes it easier for students to learn². The use of the CANVA application facilitates students in expressing the thoughts and ideas they want to convey because the CANVA application provides a variety of photos that can be used as content illustrations, content in the form of ready-made templates, fonts, and various other illustrations so that this can be a guideline and incentive for students and spur students creativity in writing by using learning media.³

Utilizing appropriate educational media such as posters is widely applied by teacher because using poster media had the potential to enhance students' learning motivation, attention, enthusiasm, and creativity in learning English. Posters can be used for students to convey messages and are easy to understand by looking at the poster. With poster media, not only can students easily understand when learning English, but teacher can also easily teach with effectiveness and efficiency. Making posters is not only made manually but is also made very easy through digital technology.⁴

The existence of learning media using the CANVA application will enhance the effectiveness of the learning process, making it interesting and increasing students' motivation in writing. In addition, students' writing skills will increase so that they can facilitate teachers during classroom-based

² Lailan Puspita et al., "Kemampuan Aplikasi Canva Untuk Meningkatkan Pembelajaran Menulis Puisi," *Warta Dharmawangsa* 17, no. 4 (2023): 1630–38, <https://doi.org/10.46576/wdw.v17i4.3815>.

³ Muhammad Sholeh et al., "Penggunaan Aplikasi Canva Untuk Membuat Konten Gambar Pada Media Sosial Sebagai Upaya Mempromosikan Hasil Produk Ukm," *Selaparang Jurnal Pengabdian Masyarakat Berkemajuan* 4, no. 1 (2020): 430, <https://doi.org/10.31764/jpmb.v4i1.2983>.

⁴ Andi Aspian Nur Apsari, "The Effect of Using Posters on Students' Writing of Descriptive Text," *Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta* (2019).

instructional activities. Through the CANVA application, students' posters will be more varied, and students will be more creative and enthusiastic during the instructional process.⁵

Considering the problems obtained by the English teacher of class VIII Putri Umum Pesantren Nurul Junaidiyah Burau, the teacher thought that the students' knowledge of English was very poor and needed to be improved, so that the students could write in English. The teacher also assumed that there were a limited number of students who were active during the instructional process, so the teacher needed instructional media that supported students' activity in the process of acquiring English language skills.

The information shows that the main cause of students' insufficient understanding of writing is that the teacher used lecture and discussion methods without actively involving students in the learning process. As a result, only some students are active in the classroom, and students become passive in learning. Concerning students' learning outcomes in composing English in class VIII Putri Umum, which are still unsatisfactory, can be overcome by applying a different learning model than before. English writing learning should be more varied in methods and strategies so that it can optimize students' interest. To realize maximum results, teacher should have the appropriate techniques and media to teach. The integration of media into teaching and learning is essential in enhancing instructional quality and

⁵ Audi Yundayani, "Investigating The Effect of Canva on Students ' Writing Skills" 7, no. 2 (2019), <https://doi.org/10.25134/erjee.v7i2.1800>.Received.

student engagement. The use of innovative learning media can support students' activities so that learning can be enjoyable.

As a result of observations and interviews conducted by the researcher on July 9, 2024, at Pesantren Nurul Junaidiyah Burau, the researcher found that there were several students with writing skill barriers in class VIII Putri Umum Pesantren Nurul Junaidiyah Burau. Firstly, they have trouble in composing sentences. So their knowledge of English was still minimal. Secondly, students need help in learning the material.

Therefore, the researcher is interested in integrating the CANVA application into the teaching and learning process media. By using the CANVA application, the researcher hopes can enhance students' writing skills can facilitate the involvement of both the teacher and the learners in the classroom learning process. In relation to this case, students' writing skills in making posters using the CANVA application provide an increase in the quality of the process, as seen from the condition of students who are more active in learning English.

Based on the problem in the background, the researcher is interested in conducting research with the title "Enhancing Students Writing Skill through CANVA Application at the Eighth Grade Students of Pesantren Nurul Junaidiyah Burau".

B. Research Questions

Based on the background described previously, the research questions in this study are:

1. Can the use of CANVA application enhance the writing skills of eighth grade students at Pesantren Nurul Junaidiyah Burau in terms of content, organization and language use?
2. How do students perceive the use of CANVA application in enhancing their writing skill?

C. The Objective of the Research

Based on the problem that has been formulated previously, the objectives of this study are:

1. To find out how is the CANVA application enhancing the writing skills of eight grade students at Pesantren Nurul Junaidiyah Burau in terms of content, organization and language use.
2. To find out students' perception of the use of CANVA application in enhancing their writing skills.

D. Significances of the Study

The results of this classroom action research are expected to provide the following benefits:

1. For Students

Students can use the CANVA application-based learning media in writing poster text for class VIII Putri Umum Pesantren Nurul Junaidiyah Burau.

2. For Teachers

The result can provide information about the effectiveness of using the CANVA application in writing illustration and helping teachers to improve the quality of teaching.

3. For School

To help class VIII Putri Umum students at Pesantren Nurul Junaidiyah Burau improve their writing skills, researchers can offer perspectives on the application of the CANVA application-based learning materials.

E. Scope of the Research

This research was delimited to focus on enhancing students' writing skills through the CANVA application and their perception of it among eight grade students of Pesantren Nurul Junaidiyah Burau. The researcher applied writing Poster Text, such as “Education Poster” and “Alert Poster”.

F. Definition of Terms

1. Writing Skill

The student's skills referred to in this research are students' writing skill, especially poster text. Writing skill is the person's ability to express ideas, opinions, and feelings to other parties properly through writing.

2. Canva Application

Canva is an app that can enable students to develop their design and writing skills while improving their ability to communicate effectively through visual means.

3. Poster Text

Text poster is a form of writing that combines short, concise text with visual elements to convey a persuasive message. Poster writing activities are included in writing for specific purposes, where the writer must understand the context and purpose.

4. Classroom Action Research

Classroom Action Research is a reflective process conducted by teachers or practitioners in the classroom setting to improve teaching and learning practices. This study follows the CAR cycle which includes planning, acting, observing, and reflecting to evaluate the impact of CANVA on students' writing performance.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Various studies have indicated that similar studies using the CANVA application to improve writing skills. For example, the researcher found that there are some researchers related to this research, among others:

Maya Ulyani, Widuri Indah Dwi Jayanti entitled “*The Utilization of CANVA in Project Based Learning (PjBL) to Enhance the Students' Writing Skills*” this study examines the implementation of project-based learning (PjBL) integrated with the CANVA application proved to be effective in improving students’ writing abilities, particularly in composing exposition texts. This finding is supported by the results of a student perception questionnaire, which indicated that the majority of students agreed that using CANVA in their writing projects helped them better understand the learning material, encouraged idea exploration and creativity, and enabled them to concentrate more effectively on the writing tasks.

The majority of students reported that the use of CANVA in completing writing tasks offered considerable advantages, as the platform provides a variety of visual features such as images, colors, photos, fonts, and graphics that enhance the creative process. Students perceived that CANVA not only fostered their creativity in learning but also supported the organization and clear delivery of ideas in their writing. Furthermore, the

integration of CANVA into the learning process was found to enhance students' motivation and lessen their writing-related anxiety. Overall, students viewed CANVA as an effective and practical tool for developing writing skills. Its visually appealing and user-friendly interface, coupled with the absence of complex technical requirements, made CANVA superior to other platforms. This accessibility supported the development of students' creative potential and writing competence, both individually and collaboratively.⁶

Fathimatun Nida' Asalami¹, Hesty Puspita Sari, Winarsih entitled *"How Does CANVA Application Effect Students' Writing Skills on Narrative Text for the Tenth Grade of SMAN 1 Kesamben"* Based on students' perceptions of using CANVA, it can be concluded that they value the integration of the platform in learning activities and believe that CANVA offers great advantages in improving their writing performance. Basically, most students mentioned that the use of CANVA Students reported that the use of CANVA in writing activities supported their creative process by offering access to various visual elements such as pictures, colors, images, photos, fonts, and graphics. These features enabled them to develop and express their ideas more effectively. They believed that CANVA encouraged greater creativity in writing English texts. Moreover, students found the writing process to be more manageable with the help of CANVA, as it allowed them to communicate their ideas more clearly and made their messages easier for readers to understand. Ultimately, students indicated that

⁶ Maya Ulyani and Widuri Indah Dwi Jayanti, "The Utilization of Canva in Project Based Learning (PjBL) to Enhance the Students' Writing Skills.," *Sintaksis : Publikasi Para Ahli Bahasa Dan Sastra Inggris* 3, no. 1 (2025): 242–52, <https://doi.org/10.61132/sintaksis.v3i1.1412>.

using CANVA not only increased their motivation to write but also helped reduce their anxiety during writing tasks. The integration of CANVA as a technological learning medium contributes to the improvement of students' writing quality. Through its use, students also gain experience in applying digital technology within the context of language learning. In addition, learning a foreign language becomes a more enjoyable and engaging activity for them. Overall, students perceive CANVA as a beneficial and practical tool that effectively supports the development of their writing skills.⁷

Salsabila, Syofia Delfi, Eliwarti entitled “*The Effect of Using Digital Posters Based on CANVA Application on Students’ Writing Ability in Narrative Text at Senior High School*” This study employed a quasi-experimental research design in which the experimental group was taught using digital posters developed through the CANVA application as instructional media, while the control group received conventional teaching materials. The population consisted of tenth-grade students at SMAN 6 Pekanbaru. A purposive sampling technique was applied, selecting 36 students from class X MIPA 2 as the control group and 34 students from class X MIPA 4 as the experimental group. Data were obtained through a pre-test and post-test administered before and after the instructional treatments, focusing on students’ ability to write narrative texts.

⁷ Fathimatun Nida’ Asalami et al., “How does Canva Application Effect Students’ Writing Skills on Narrative Text For the Tenth Grade of SMAN 1 Kesamben,” *Fonologi : Jurnal Ilmuan Bahasa Dan Sastra Inggris* 2, no. 2 (2024): 34–39, <https://doi.org/10.61132/fonologi.v2i2.602>.

The utilization of the CANVA application as an instructional medium significantly improved the writing skills of tenth-grade students, especially in composing narrative texts. Following the implementation of CANVA based teaching, more than half of the students in the experimental group met the minimum competency standards. The successful application of this medium required adequate support, including access to digital devices and stable internet connectivity. Additionally, educators needed to carefully balance the aesthetic aspects of the materials with the authenticity of the content to ensure optimal learning outcomes. Regarding writing achievement, students in the experimental group, who used CANVA-created digital posters, demonstrated excellent performance, whereas those in the control group achieved only a good level.⁸

Based on various previous studies, the students' writing skills in both narrative and expository texts. A survey conducted by Maya Ulyani and Widuri Indah Dwi Jayanti howed that the integration of CANVA in the Project-Based Learning (PjBL) model was able to improve students' writing skills in expository texts through exploration of ideas and creativity. Another study by Fathimatun Nida' Asalami et al highlighted that the use of CANVA helped reduce students' anxiety in writing narrative texts, while increasing motivation and understanding of the writing message. Meanwhile, Salsabila et

⁸ Syarifah Salsabila and Syofia Delfi, " The Effect of Using Digital Posters Based on Canva Application on Students' Writing Ability in Narrative Text at Senior High School", *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature* 11, no. 2 (2023): 1678–87, <https://doi.org/10.24256/ideas.v11i2.4242>.

al used a quasi-experimental design to statistically prove that CANVA-based digital media demonstrates a substantial effect on students' writing skills.

Differing from the aforementioned studies, the present research seeks to enhance students' overall writing skills by engaging them in the creative process of designing poster texts using the CANVA application. Rather than concentrating on a particular text genre, this study focuses on cultivating general writing competence through the integration of visual and written elements. Moreover, by employing Classroom Action Research (CAR) methodology, this research aims not only to improve writing skills but also to stimulate students' creativity and engagement during the learning process.

B. Literature Review

1. The Concept of Writing Skill

a. Definition of Writing

Writing is an important written language skill to have. Writing skills are the ability to convey information to readers or audiences. This is achieved through the writer's ability to use the correct grammatical rules of his or her chosen language to convey clear information to the reader.⁹

Teaching writing is inherently a complex task that requires not only pedagogical skill but also a considerable degree of creativity from

⁹ S Sanggam, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008).

educators. In light of this, teachers need to recognize the students' advanced writing abilities.¹⁰

Writing is a learning process. Students who can express themselves through writing will not only do well in school but will also be prepared for a challenging life beyond primary education.¹¹

b. Writing Process

Understanding the stages of the writing process is common to both novice and experienced writers. Hatcher describes prewriting as the preliminary phase in the stage of writing in which writers generate and organize ideas, conduct research, and organize their thoughts into an early framework. This initial stage lays the groundwork for later stages, such as drafting, where the writer turns remembered thoughts into harmonious sentences and paragraphs. Revision follows, allowing the writer to refine and improve the draft by changing, adding, or removing drafts to improve clarity and alignment. Finally, specialized editing corrects grammar, punctuation, and spelling errors to ensure the final writing is improved and error-free. By knowing each stage of the writing process, writers can go through the trouble of creating an effective piece of writing with confidence and skill.¹²

¹⁰ Husnaini et al., "An Analysis of Students' Writing Anxiety in English At Upt SMAN 11 Luwu," *FOSTER: Journal of English Language Teaching* 4, no. 2 (2023): 2723–4126, <https://doi.org/10.24256/foster-jelt.v4i2.120>.

¹¹ Barden C, *Writing* (Amerika Serikat: Mark Twain Media, 2010).

¹² Zohri Hamdani, *English Essentials: Build Confidence in Every Skills, English Essentials: Build Confidence In Every Skills*, 2025.

Before writing, important to compose an idea and think about the theme to write. Besides, it is also needed to form a good composition. Sometimes ideas can arise spontaneously, find out what they are. However, also have to emerge or be stimulated so that they appear. They must be written in notes so that they can be kept in mind longer.¹³

As stated by Hatcher, several stages are involved in the writing process, such as:

1) Establish Purpose and Identify

Set a purpose for who will read your writing, and what you want to achieve. Revise until the writing conveys what you want to say.

2) Get Organized

A plan should be developed by considering what your goals are and who your audience is.

3) Write a First Draft

One of the most important steps is writing the first draft. People usually have trouble with the draft because they underestimate it, or they overestimate it.

4) Set the Draft Aside Temporarily

Aging the draft refers to the process of setting the draft aside temporarily and refraining from reviewing it immediately, allowing the writer to gain a fresh perspective upon returning to the work.

¹³ Tri Endar Yogi, "Mind Web in Teaching Writing Skills at English Language Education Study Program of IAIN Palopo," *FOSTER: Journal of English Language Teaching* 1, no. 2 (2020): 168–79, <https://doi.org/10.24256/foster-jelt.v1i2.17>.

5) Reread the Draft

After creating a draft, read the draft from beginning to end, while reading do not change it first. The main purpose is to evaluate the overall structure to check the organization.

6) Revise (but don't edit)

In this step there are only major changes. No problems with spelling, punctuation, or niceties of word choice.

7) Edit

At this stage, you can refine, change a few details, and continue to work on things like sentence structure, word choice, grammar, spelling, and punctuation.

8) Proofread

Read and re-examine your writing carefully. To avoid typos, and to ensure punctuation, grammar, word choice and spelling follow standard usage rules.¹⁴

Effective writing is generally audience-driven, mission-driven, and context-specific. Choosing a target audience is very important, as this will impact the tone, style, and content of the writing. Writers should think about the needs, expectations, and knowledge levels of their readers to deliver the message effectively. In addition, ascertaining the objective of the writing will provide direction and certainty, guiding the writer in choosing what information to include and how to shape the subject matter.

¹⁴ L Hatcher. D Hatcher. DP Goddard, *The Writing Process: A Step-by-Step Approach for Everyday Writers* (Amerika Serikat: LandaBooks, 2005).

Additionally, thinking about where the writing will be shared-whether educational, professional, or individual-helps tailor the message to match the specific requirements and wants of the situation. By carefully analyzing the audience, purpose, and subject matter, writers can create writing that is engaging and influential to the desired audience.¹⁵

c. Types of Writing

There are several genres, as outlined by Douglas Brown, the components of writing include:

1) Academic Writing

In Academic writing such as reports, instructional materials, inspections, technical articles, dissertations, and theses.

2) Writing Occupational

Job-related writing includes notifications, messages, emails, notes, reports, calendars, labels, advertisements, announcements, and manuals.

3) Personal Writing

Personal writings can be letters, emails, greeting cards, or invitation announcements.¹⁶

4) Estafet Writing

Estafet writing refers to an instructional strategy implemented by teachers to help students overcome difficulties in learning to write. This method creates an interactive learning environment, encouraging active

¹⁵ Hamdani, *English Essentials Build Confid Every Ski*.2019

¹⁶ S. Douglas, D. A. N. & Frazier, "Teaching by Principles: An Interactive Approach to Language Pedagogy," 2001.

participation between the teacher and students, as well as among the students themselves. Through estafet writing, students can actively engage by sharing their ideas one after another in a continuous flow based on a given topic.¹⁷

d. Criteria of Good Writing

Writing activities can be combined with other creative activities and are designed with an approach oriented to the work. Language learners tend to show more optimal writing skills if their writing is intended to be read by others. This situation can increase their motivation to write actively while supporting the development of writing skills.¹⁸

There are six criteria that Steve Peha identifies for the characteristics of good writing as follows:

- 1) The author's work should have interesting and important ideas, and the information obtained can be included.
- 2) Points out that a well-organized text ensures smooth transitions between ideas, allowing readers to follow the author's argument effortlessly.
- 3) Voice greatly affects the psychological impact of writing on the reader.

Besides the face, voice is the expression of the writer's personality through language.

¹⁷ Dewi Furwana and Andi Tenrisanna Syam, "Improving Students' Writing Skill on Descriptive Text by Estafet Strategy of the Eleventh Year Students of SMA 4 Palopo," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 7, no. 1 (2019): 1–11, <https://doi.org/10.24256/ideas.v7i1.722>.

¹⁸ Magfirah Thayyib and Devi Ismayanti, "Writing and Sharing (Wish) Book," *Madaniya* 2, no. 3 (2021): 266–73, <https://doi.org/10.53696/27214834.89>.

- 4) A well-written piece of writing is one in which the word choice is specific and the intended message is easily understood.
- 5) Clear and easy-to-understand sentences.
- 6) Make sure conventions and conversation are appropriate. Conventions refer to the standardized rules of writing, including punctuation, spelling, and grammar, which ensure clarity, consistency, and readability in written communication.¹⁹

e. Elements of Writing

Greenlaw identified five components of good writing, which are as follows:

- 1) A successful piece of writing begins with a clear thesis statement that outlines its major subject.
- 2) The goal of this paper is to prove a point. As a result, papers must be structured into a series of key sub-points that logically lead to the thesis at the end.
- 3) For effective development, each sub-point should be thoroughly described to persuade readers of its validity.
- 4) Clarity, Communicate simply, concisely, and precisely. Ambiguity or ambiguity informs the reader that you are unsure of what you are writing about.
- 5) Grammar plays a vital role in enhancing communication by ensuring the correct use of spelling and typographical conventions. Errors in grammar

¹⁹ Steve Peha, *The Writing Teacher's Strategy Guide "Teaching That Make Sense"*. (New York: inc, 2003).

or typing may indicate a lack of writing proficiency or a lack of attention to detail.²⁰

There are several theories related to elements of writing, writing brochures, writing PPT, and writing posters. Writing brochures according to Abdul Majid's theory explains that, brochures are written information media about a problem that is systematically summarized and contains brief and complete information that can be used as an interesting learning resource,²¹ writing PowerPoint is a presentation media used to convey messages or material packaged in a computer program or template and presented via a projector device. The message or material packaged can be in the form of text, images, animation, and video combined into one complete unit. By using PPT the teaching material provided becomes more interesting and the learning material can be conveyed concisely and quickly through point points,²² writing posters is one of the materials that students must master to train students' creativity and imagination in writing posters. Posters are media that have colors, messages, and intentions to capture students' attention.²³

²⁰ Greenlaw, *Learning and Teaching Center* (kanada: Carleton University, 2005).

²¹ Abdul Majid, *"Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru."*, 2020.

²² Puji Dianti, Yunie, "Penggunaan Multimedia Microsoft Powerpoint Dapat Meningkatkan Keterampilan Menulis Karangan Sederhana Siswa Kelas IV SDN Kedaung Kali Angke 06 Jakarta Barat.," *Repository.Unj.Ac.Id*, 2017, 209.

²³ Nana Sudjana Rivai & Ahmad, "Media Pengajaran (Penggunaan dan Pembuatannya)," *Bandung: Sinar Baru Algensindo*, 2013.

f. Components of Writing

Effective writing comprises several essential elements that contribute to its clarity, effectiveness, and persuasive power. Gaining a thorough understanding of these elements and applying them appropriately can significantly improve the overall quality of written work. The following are some of the key components that support effective writing:

1) Clarity

The writer must explain their ideas clearly and directly, avoiding ambiguity and uncertainty. Precision enhances clarity by ensuring that each word serves a purpose and directly contributes to the desired message. This includes selecting the appropriate vocabulary and avoiding verbose formulations that may obscure the primary points.

2) Coherent

This means that all portions of the text should be logically connected, resulting in a cohesive whole. The literary structure should promote coherence by providing a distinct introduction, body, and conclusion. Each section should flow smoothly into the next, with transitions that effectively connect paragraphs and maintain the flow of thought.

3) Audience Awareness

Understanding the objective of the writing is essential, as it influences the material, style, and tone. Whether the purpose is to convince, enlighten, entertain, or explain, the writing should be suited to

achieve it successfully. Similarly, audience awareness is crucial. Writers must consider who their readers are, what past knowledge they may possess, and what their expectations may be. This comprehension determines the level of detail, vocabulary complexity, and the most effective type of information or argument.

4) Written Communication

Grammar, syntax, and punctuation are critical to successful written communication. Errors in these areas can weaken the author's trustworthiness and divert the reader's attention away from the content of the writing. Proper usage helps to ensure that writing is taken seriously while still being clear and comprehensible.

5) Arguments

In academic and persuasive writing, arguments must be supported with suitable evidence. This may include statistics, citations, or logical arguments. Solid evidence for statements provides authority to the writing and helps persuade the reader of its authenticity.

These aspects comprise critical to creating coherently structured texts that communicate efficiently and resonate with readers. In the context of novel writing, a research paper, a commercial proposal document, or a poster text, these aspects can improve the effectiveness and significance of your writing.

2. Poster Text

a. Definition of Poster Text

Posters are varied printed images that have meaning that people use to convey messages, and can also be advertisements in public places. In the present day, we can find posters in various fields, including art and advertising as well as education. In other words, posters are used and applied in the world of enterprise and education. Posters are an important learning tool for communication in educational and business environments, especially when dealing with large classes. It requires optimal character to ensure effective communication and enhance visual impact in student work. The poster presentation is an appropriate medium to develop student's communication skills and critical appraisal skills.²⁴

Posters display data regarding a series of posts that can integrate images, photos, statistical charts, graphical representations, and written content regarding a specific subject. Poster is a visual medium that combines graphics, text, and images to capture attention and deliver clear messages quickly.²⁵ Poster presentation is a structured methodology for readers to express what they get from reading a poster.²⁶

It can be concluded that posters are writings or images displayed in public places to provide attention in the form of information or important

²⁴ Amra Ariyani et al., "Students' Voices: Poster Session as an Alternative Way of Teaching Writing," *ARRUS Journal of Social Sciences and Humanities* 3, no. 2 (2023): 97–103, <https://doi.org/10.35877/soshum1749>.

²⁵ Kadek Wirahyuni, "Meningkatkan Minat Baca Melalui Permainan Teka Teki Silang Dan 'Balsem Plang,'" *Acarya Pustaka* 3, no. 1 (2017): 1, <https://doi.org/10.23887/ap.v3i1.12731>.

²⁶ F Waquet, "Posters and Poster Sessions: A History. Center for History of Physics Newsletter," *Center for History of Physics Newsletter* XL, no. 2 (2008).

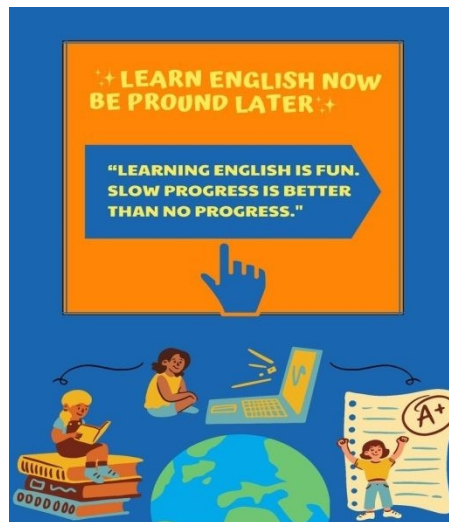
things to the audience. The poster text contains textual material about a particular topic that has sentence writing using words that are short, clear, interesting, and complete. Posters are also very suitable for developing students' communication skills and critical appraisal skills.

b. Kinds of Poster Text

There are some kinds of poster text, they are:

1) Education Poster

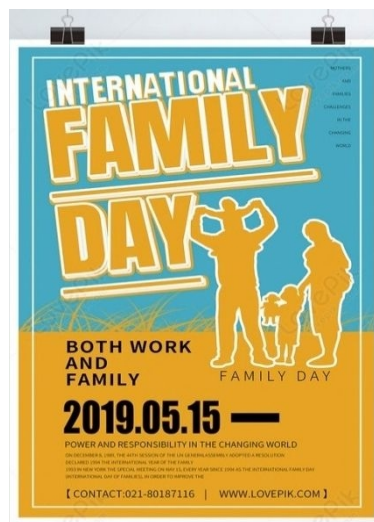
Education poster is visual tools designed to convey information, instructions, or concepts related to learning. These posters are often used in classrooms, libraries, or educational settings to enhance the engagement in the learning process, memorable, and accessible to students of all ages. Educational posters can cover a variety of topics, such as language, math, science, history, and social skills.



Picture 1. Education poster

2) Event Poster

Event poster is visual information media created to convey notifications, invitations, or promotions regarding a particular event or activity. This poster is designed to attract attention and contains brief and clear information about the activity, such as time, place, purpose, and method of participation. The goal is to attract people to take part in these activities.



Picture 2. Event poster

3) Alert Poster

Alert poster is a type of poster that functions to provide information or knowledge to the public about something. The aim is to raise awareness, provide education, or convey certain messages that are considered important, such as health, environmental, or social information. These posters usually use simple language and attractive images so they are easy to understand.



Picture 3. Alert poster

4) Advertisement poster

Advertisement poster is visual promotional media used to offer or market certain products, services, or services to the public. This poster is designed to be attractive and informative so that it can attract the attention of potential consumers and encourage interest in buying or using the products or services offered. Usually, commercial posters display product images, prices, promotions, and contact information.²⁷



Picture 4. Advertisement poster

²⁷ Bahasa Indonesia. (n.d.). (n.p.): Yudhistira Ghalia Indonesia.

c. Usefulness of poster, namely as follows:

- 1) Motivate students in the learning process, acting as a motivator or motivate learner achievement.
- 2) A cautionary statement addressing potential challenges related to the enforcement of regulations within legal, educational, social, and health sectors, education, health, and even religion.
- 3) Engagement in poster-making activities fosters enhanced creativity in generating ideas and narratives, and essays from posters.²⁸

d. Characteristics of Poster

The principles of poster design are as follows:

- 1) Balancing is a principle in composition that avoids the impression of one-sidedness of a field or space filled with visual elements (layout balance).
- 2) The reading flow is systematically organized. The reading flow is systematically organized by the designer to direct the reader's "eye" through the information from one section to another on the poster.
- 3) Emphasis can be achieved by making the title or illustration stand out from other design elements in order of priority.
- 4) Unity, some parts of the poster should be combined or separated into groups of information. For example, the name of the building, where the event takes place should be close to the address.

²⁸ Akbar Cahya Dwi Putra W, "Improving Vocabulary by Using Poster at the Ninth Grade Disability Students of SLB Negeri 1 Palopo," 2019, [http://repository.iainpalopo.ac.id/id/eprint/3436/1/Akbar Cahya Dwi Putra W.pdf](http://repository.iainpalopo.ac.id/id/eprint/3436/1/Akbar%20Cahya%20Dwi%20Putra%20W.pdf).

- 5) Impression has components of visual and textual elements that are reproduced on large-format paper to ensure that it is more accessible for readers, giving a final touch or impression.
- 6) Contains striking and attractive color elements.
- 7) Installed in strategic places so that it can be known by many people.

e. Purpose of the Poster

The purpose of the poster text is as follows:

- 1) To encourage the application of posters in teaching as a force and motivation for the student learning process.
- 2) As a note of warning message with a poster to remind students.
- 3) As a creative learning media used by teachers in teaching.
- 4) To provide information and invite readers to do what is written on the poster.²⁹

3. Canva Application

a. Definition of Canva

Canva is a graphic design app created by Melanie Perkins in 2013. CANVA is a set of graphic design tools or applications that will support beginners to create, improve, or make changes to designs online. The design in question may take the form of posters, brochures, magazines, books to presentations. Editing through the CANVA application can be used in diverse forms such as websites, android, IOS, and laptops.³⁰

²⁹ A Widhayani, "Mahir Menulis Kreatif Teks Iklan, Slogan Dan Poster," *Revista Brasileira de Linguística Aplicada* 5 (2020).

³⁰ Widhayani, Arrie. *Mahir Menulis Kreatif Teks Iklan, Slogan dan Poster*. Yayasan Hidayatul Mubtadi'in, 2020.

Canva offers a wide range of high-quality designs that create attractive editor designs. With many features that can make most people interested in CANVA. One of them is the large selection of templates that make it easy for users to design products.³¹

The use of CANVA has attracted attention as a potential learning medium that can help the teacher create visually appealing learning materials such as digital posters. The teacher also easily designs learning media specifically aimed at improving writing skills. The CANVA app is very easy to use and can be customized according to how creative students are to create visually appealing digital posters that combine images and text creatively. The app allows enabling students to enhance their design and writing abilities while improving their ability to facilitate effective communication through visual media. Its easy-to-use features enable students to produce engaging and innovative visuals, thus improving both the procedure and results of the student educational experience.

Besides having several advantages, the CANVA application also has several disadvantages. One of them is that every user who uses the CANVA application must have a data plan to connect to the network and use it. In addition, there are some designs presented in the CANVA application that must be paid for, but there are also many good designs that are free to use.³²

³¹ Lilis Widayanti et al., "Edukasi Pembuatan Desain Grafis Menarik Menggunakan Aplikasi Canva," *Jurnal Pengabdian Masyarakat* 2, no. 2 (2021): 91–102, <https://doi.org/10.32815/jpm.v2i2.813>.

³² Salsabila and Delfi, "The Effect of Using Digital Posters Based on Canva Application on Students' Writing Ability in Narrative Text at Senior High School." *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature*.

Various reasons lead educators to employ the CANVA app as a teaching tool.

- 1) Has a variety of templates and features that can be used
- 2) Carries visual and audio-visual themes
- 3) Can design various types of creative materials online
- 4) Can be accessed through downloadable applications and can be accessed via the web
- 5) provides a variety of tools for structuring teaching
- 6) Creates a new and less boring learning atmosphere.³³

b. Features in the Canva Application

Several features in the CANVA application can enhance students' writing skills, as follows:

1) Template

This template helps students understand the structure of the text, including recognition, content, and closing. The organizational structure of the text is an important aspect in writing. With a visual guide, students can more easily manage ideas logically and coherently.

2) Element Visual

Visual elements in CANVA are a means of thinking, compiling ideas, and strengthening writing messages. The use of visual elements can trigger writing ideas (content), clarify the purpose of the author, make students more interested and confident in writing, and help students understand the importance of context and audience in writing.

³³ Johan et al., "Pengaruh Media Pembelajaran Aplikasi CANVA Terhadap Hasil Menulis Iklan Poster di SMP Nasional Sariputra Jambi. *Lingua Rima: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 11(2), 137-149.

3) Text Tool

With a choice of text formats such as headings and subheadings, students learn to organize writing logically and structurally. With the ability to set the appearance of the text, students are encouraged to make visually attractive writing, which indirectly increases students' conciseness and clarity in writing.³⁴

C. Conceptual Framework

In this case, the researcher tried to learn through poster text using the CANVA application to build student motivation in writing. The learning process can benefit from the text on posters. Text on posters is a tool used to teach lessons. Since there are many different poster models with appealing and modern models and colors, as well as a unique appeal in the form of varied images that helped students understand vocabulary, it was anticipated that using posters with text through the CANVA application as a medium for teaching writing in English subjects would be able to capture students' attention.

It is anticipated that using learning material, such as this poster text, will increase students' creativity and interest in learning how to write to get the most out of the process and the learning objectives. Drawing from the aforementioned, the researcher was interested in learning how well students' writing abilities are affected when they use the CANVA application to create ideas that are then turned into informational posters.

³⁴ Siti Masturoh et al., "The Use of Canva to Improve Students' Writing Skills on Procedure Text," *Innovative: Journal Of ...* 3, no. 3 (2023): 4681–90, <http://j-innovative.org/index.php/Innovative/article/view/2643>.

The conceptual framework of this study is depicted in the following diagram

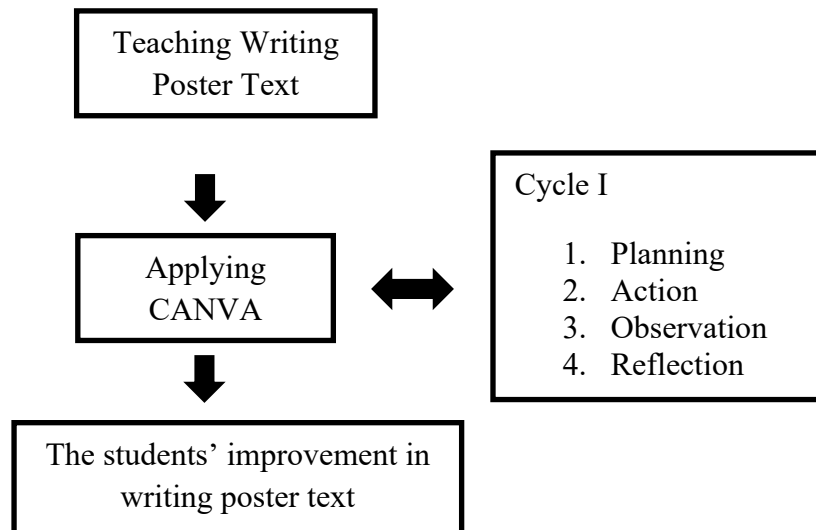


Figure 2.1 Conceptual Framework

D. Hypothesis

The hypothesis of this research action is that the writing ability of VIII PI Umum students at Pesantren Nurul Junaidiyah Burau can be improved through the CANVA application.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs Classroom Action Research (CAR) methodology whose goal is that the teacher can effectively improve knowledge, styles, methods, and techniques in providing material or insights provided to students by utilizing the CANVA application-based learning media. The types of texts used are poster texts with the themes "Education Poster" and "Alert Poster". The selection of poster texts is based on pedagogical considerations that this text is simple, communicative, and has high creative potential. Unlike descriptive or narrative texts that require long structures and complex story development, poster texts require students to convey messages concisely, clearly, and interestingly, according to certain communicative purposes. Short functional texts, such as posters, are effective in helping students develop their ability to convey information in real-life contexts.³⁵

Through the task of writing posters, students are directed to express their ideas and messages meaningfully, while combining them with visual elements to strengthen the appeal and understanding of readers. Therefore, poster texts are considered appropriate to be applied in this classroom action research, because they are able to actively involve students, increase learning motivation, and train writing skills that focus on vocabulary selection,

³⁵ R. Richards, J. C., & Schmidt, "Longman Dictionary of Language Teaching and Applied Linguistics," Pearson Education. 4 (2010): 1.

sentence structure, and clarity of messages. This study uses an action research design to answer the problems in the study. In addition, the main objective of this study is to improve the quality of teaching and learning in writing classes.

Classroom Action Research (CAR) is a systematic approach designed to identify the most effective strategies within the classroom that enhance student learning outcomes. Various methods exist to advance pedagogical knowledge. The implementation of CAR in this study is carried out through two cycles, referred to as Cycle I and Cycle II, detailed as follows:

Cycle I

1. Planning

Several activities are conducted at the planning stage, specifically: (1) preparing a lesson plan regarding writing poster text (2) creating the steps of using the CANVA application in writing poster, (3), preparing materials for writing posters (4) preparing class observation sheets, and (5) assessing the conditions of the instructional process and learning process when the model is applied.

2. Action

Student Activities: Students respond to the teacher greetings. The students then listen to the teacher explanation of the CANVA application's concept for learning poster text, the topic of writing poster text, the goal of learning poster text, and the teacher gave the example poster. Students then share their thoughts on the poster wording. After that, the students hear

what the poster text means. Students then complete the teacher-given exercise. Students gather their completed papers in front of the class. After that, the teacher and students conclude the poster text. The teacher closure is answered by the students.

3. Observation

When the instructional process occurs in the classroom, observation is used to gather information. Teacher and researcher observe the learning process as observers.

4. Reflection

The process of receiving feedback from past actions is known as reflection. The researcher utilizes reflection to guide their decision-making. Understanding the process, issues, and actual problems in action serves as the objective of reflection.

Cycle II

In cycle II, which is based on the reflections in cycle I, therefore the results of observations were used as material for reflection and the results of cycle I reflections were used as a reference for improving learning in the cycle. If the learning process in cycle I was unsatisfactory where students' learning outcomes were still low then basically the implementation of cycle II was to improve the weaknesses and shortcomings of cycle I. Then if cycle II was not successful the next cycle would be continued and reflection would be

carried out again in the expected success criteria have been achieved, then the action was stopped and the research was completed.

This procedure is briefly described in the figure below:

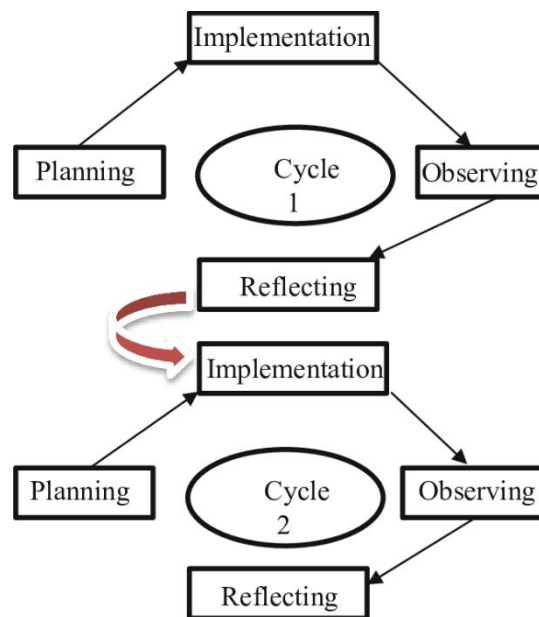


Figure 3.1 Procedure of Research

According to the study procedure diagram, each cycle consists of four steps. The number of cycles used was changed based on the researcher's post-test results. If students did not improve much or reached the good category in cycle I, the study moved on to cycle II, and so on.

B. Procedure of the Research

1. Subject of the research

The population in this study consisted of all students of class VIII at Pesantren Nurul Junaidiyah Burau who took English subjects during the academic year the study was conducted. The sample used in this study consisted of 17 students from Class VIII Putri Umum. This sample was

selected purposively based on the researcher consideration that the class had relatively low English writing skills, making it suitable to be used as a subject of action in classroom action research (CAR). Therefore, this class is considered relevant to receive treatment in the form of using the CANVA application as a learning medium to improve writing skills.

2. Place and time of the Research

This study was carried out at Pesantren Nurul Junaidiyah Burau located within Jompi, Luwo Village, Burau District, East Luwu Regency, and South Sulawesi Province. This research was conducted in February-March 2025.

C. Instrument of the Research

1. Test

To collect data, the researcher administered tests. The researcher gave pupils tests before and after completing study. In the pre-test, the researcher assigned the topic "Alert Poster" to the pupils. Meanwhile, in the post-test, the researcher assigned the students to compose a poster text on the topic of "Education Poster".

2. Observation

Observation was employed to identify the improvement of learning outcomes of eight grade Putri Umum students of Pesantren Nurul Junaidiyah Burau through the CANVA application in making posters. The observation used in this research was as follows:

Table 3.1 Observation

No	Observed Aspects	Data Collection Method
1	Students' motivation in writing.	Observation
2	Students understanding of CANVA application.	Observation
3	Students collaborating in learning.	Observation
4	Students' imagination and creativity are developed.	Observation
5	Assessment and feedback processes.	Observation
6	Development of students' writing ability.	Pre-Test and post-tests

D. Technique of Collecting Data

The data was acquired using the following procedure:

1. Conduct quantitative test

Steps for testing and collecting quantitative data:

- a) Evaluate students responses
 - b) Determine the average students grade
 - c) Identifying students issues
2. Use an observation sheet to gather qualitative data

It was used to monitor all situations that arose in the course of teaching and learning activities. The English teacher filled it in as an observer.

E. The Technique of Data Analysis

This study collected data using both qualitative and quantitative methodologies. Qualitative data were utilized to describe the scenario during

the teaching and learning process, while quantitative data were used to analyze student performance.

The researcher used the following formula to determine the mean student scores for each cycle are presented as follows:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$: The mean of the students' score

$\sum x$: The total score of students

N : The number of the students

To find members of the research master's degree student formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage that got a score

R : The number of students who get marks

T : The total number of students³⁶

³⁶ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), p.315.

The categories of student assessment are presented in the table below:

3.2 The Written Assessment³⁷

No	Aspect Assessment	Criteria Description
1	Content of the poster	Posters convey information that is clear, accurate, and relevant to the theme.
2	Text structure and organization	The writing is well organized, easy to read, and logical.
3	Language and spelling	Grammatical Accuracy of Spelling and Typographical Errors.
4	Visual design creativity	Attractive layout, color selection and contextually appropriate images.
5	Appropriateness to them	Poster according to a predetermined theme.
6	Neatness of the poster	Posters are neat, well-proportioned and presented in digital format. ³⁸

Table 3.3 The Category of Scoring

No	Score	Category
1	90% - 100%	Very Good
2	80% - 89%	Good
3	65% - 79%	Fair
4	55% - 64%	Poor
5	0% -54%	Very Poor

³⁸ Cornell College. (n.d.). Poster presentation rubric. *Cornell College Library*. Retrieved July 11, 2025, from <https://www.cornellcollege.edu/library/faculty/focusing-on-assignments/tools-for-assessment/poster-presentation-rubric.shtml>

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This study was conducted in a classroom consisting of 17 students as part of a Classroom Action Research (CAR) project. The research was implemented in two cycles, with each cycle comprising two instructional meetings.

1. Data Analysis

The researcher findings encompassed quantitative and qualitative data. Quantitative data were collected from students' scores on test items, while qualitative data were derived from observation sheets.

a. Quantitative Data

The researcher obtained two categories of data, which consisted of the results from the pre-test and post-tests (Cycle I and Cycle II) related to students' writing skills. These tests were administered to measure the students' writing abilities prior to and following the deployment of the treatment.

Pre-test

The pre-test was administered prior to the implementation of the treatment in Cycle I. Students made posters in their respective books with the theme of alert posters. After that, explain how to make a poster and also provide examples of poster text to all students. Initial score data can be seen in the pretest score in table 4.2 below:

4.2 The Score of Students in Pre-Test

No		Respondents	Score of Test
1	R 1		46
2	R 2		57
3	R 3		43
4	R 4		77
5	R 5		42
6	R 6		44
7	R 7		49
8	R 8		67
9	R 9		75
10	R 10		57
11	R 11		64
12	R 12		37
13	R 13		68
14	R 14		55
15	R 15		60
16	R 16		57
17	R 17		59
		Total	957
		Mean	56.29

Table 4.2 presented the classification of students' writing scores in the pre-test of this study. The highest score achieved by the students was 77, while the lowest score was 37. The average result recorded in the pre-test was 56.29, which was categorized as Poor.

Table 4.3 Written Assessment of Pre-Test

No	Aspect Assessment	Criteria Description
1	Content of the poster	Posters convey information that is clear, accurate, and relevant to the theme.
2	Text structure and organization	The writing is well organized, easy to read, and logical.
3	Language and spelling	Grammatical Accuracy of Spelling and Typographical Errors.
4	Visual design creativity	Attractive layout, color selection and contextually appropriate images.
5	Appropriateness to them	Poster according to a predetermined theme.
6	Neatness of the poster	Posters are neat, well-proportioned and presented in digital format.

Table 4.4 Classification in Writing Scoring of Pre-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	90% - 100%	0	0%
2	Good	80% - 89%	0	0%
3	Fair	65% - 79%	4	28.57%
4	Poor	55% - 64%	7	41.17%
5	Very Poor	0% - 54%	6	35.29%
		Total	17	100%

Table 4.4 presented the classification of students based on their writing scores. The data indicated that none of the students (0%) were classified as Very Good or Good. A total of 4 students (28.57%) fell into the Fair category, while 7 students (41.17%) were categorized as Poor, and 6 students (35.29%) were classified as Very Poor.

Cycle I

Enhancing students' writing outcomes by using the CANVA application in making posters in class VIII of Pesantren Nurul Junaidiyah Burau in cycle I is the implementation of the initial action of the cycle I research which is carried out as an effort to find out how the CANVA application improves students' writing skills and to explore students' perceptions regarding the use of the CANVA application in enhancing their writing skills. All activities are observed as follows:

a. Planning

In the planning phase of Cycle I, the researcher prepared several key components to ensure the effectiveness of the learning intervention. These included:

- 1) Preparing a lesson plan that focused on teaching writing through poster creation using the CANVA application.
- 2) Designing teaching materials and media such as example posters, CANVA tutorials, and evaluation rubrics aligned with writing components (content, organization, vocabulary, and language use).
- 3) Preparing observation sheets to monitor the teaching and learning process and assess student participation and engagement.
- 4) Developing post-test instruments to evaluate students' writing performance before and after the intervention.

The lesson plan emphasized clear learning objectives, student-centered activities, and the integration of CANVA as a tool to support

creative writing. Students were expected to work collaboratively in small groups to brainstorm ideas, design their posters using CANVA, and present their work. The researcher also coordinated with the English teacher to discuss the implementation steps and agree on classroom procedures. This stage served as the foundation for the action phase in which the planned learning activities were carried out.

b. Action

The learning was implemented through writing poster texts using the CANVA application. Each cycle was carried out in two meetings, which were described as follows:

1) First meeting

The first meeting was held on Thursday, February 6, 2025, at 08.00-09.10 WITA. The number of students present was 17. Learning activities for 2 x 35 minutes, before learning begins, the researcher says greetings and invites all students to pray. Subsequently, the researcher absents students to find out and record the presence of students and direct them to dress neatly, and the position and seating are aligned with the instructional activities. The researcher conveyed the learning topic to be studied, namely, writing poster texts. Then the researcher provided learning materials about choosing a poster template and explaining the learning objectives to be implemented.

After explaining the purpose of the learning, the researcher entered the core activity. The researcher showed how to use the CANVA

application in writing a poster text using an LCD device. This was followed by inviting the students to pay attention to each instruction, how to write a poster text, and what they observed in the application, accompanied by the researcher's explanation. After students understood what after the material was delivered, students were requested to form groups with the researcher's direction of 4 or 5 students in one group. Subsequently, the researcher provided each group with an assignment. Each student searched for a suitable template so that they could focus on composing the content of the writing according to the structure, without having to start from scratch in writing a poster text with the theme "Alert Poster". At the end of the lesson, each group presented the results of their poster writing in front of the class.

At the end of the lesson, the researcher invited the students to ask questions related to the material that had not yet been understood. After the students presented the results of their poster assignments, the researcher carried out a reflection session to evaluate the learning process. The activity was then concluded with a joint prayer and farewell greeting.

2) Second meeting

The second session was held on Saturday, February 8, 2025, at 08.00-09.50 WITA. The number of students present was 17. Learning activities for 3 x 35 minutes, before learning begins, the researcher says greetings and invites all students to pray. After that, the researcher absents students to find out and record the presence of students and direct them to

dress neatly, and the position and seating are adjusted to the learning activities. The researcher conveyed the learning topic to be studied, namely, writing poster texts. Then, the researcher provided learning materials about text tools and explained the learning objectives to be implemented.

The researcher started the session by outlining the learning objectives, and then moved on to the main learning activities. In this stage, the researcher demonstrated how to write a Poster created through the CANVA application assisted by an LCD device. This was followed by directing the students to open the CANVA application and access it directly. Thereafter, the researcher directed the students to observe the procedure carefully of writing a poster using CANVA and how to make the poster text more interesting, accompanied by the teacher's explanation. After students understand the material, the researcher asked students to organize students into groups of 4 to 5 members, the researcher provided each group the task of writing a poster by paying attention to the text tools, so that the students could create an interesting title, use appropriate diction, and compose concise but meaningful paragraphs. After completing the task, students were asked to present the results of their poster writing in front of the class.

During the second meeting, the researcher continued the activity by administering a post-test to each student in order to measure their learning outcomes based on the content delivered in the first and second sessions of

Cycle I. The students completed the post-test individually, as well as the researcher concluded the learning activity with a joint prayer and farewell greeting.

c. Observation

Observation activities in this research were conducted to assess students' engagement and learning outcomes throughout the teaching and learning process during the implementation of classroom action research. The researcher acted as the teacher who guided the learning activities from the beginning until the end of the lesson, while the eighth-grade English teacher served as the observer. The observer's task was to observe the activities taking place in the classroom and to fill out the observation sheets that had been prepared by the researcher.

d. Reflection

The next stage was the reflection stage. Reflection was carried out at the end of the cycle to evaluate and improve the actions that had been taken. The reflection on Cycle I was used as the basis for developing a revised action plan to be implemented in the next cycle. The things that influence the learning outcomes of class VIII students at the Pesantren Nurul Junaidiyah Burau who have not achieved success are as follows:

- 1) The students were not yet able to understand how to write poster text and experienced difficulties in using the CANVA application.
- 2) Students are still not used to using the CANVA application to write a poster.

- 3) Students tend not to focus on the learning and directions of the researcher properly, and students are less active, interactive, and provide less reciprocal feedback.
- 4) Lack of appreciation and motivation given.

Based on the results of the reflection, several deficiencies were identified in Cycle I. Therefore, the researcher made improvements in the actions for the next cycle. The improvements that needed to be made included the following:

- 1) Provide maximum explanation to all students regarding each stage of learning and introduce more clearly how to write posters using the CANVA application.
- 2) The researcher provided appreciation before starting the lesson and motivated the students to be more active and interactive so that they were able to provide reciprocal responses during the learning process.

Post-Test I

After the Cycle I session, the researcher administered a post-test to the students. The post-test content was identical to that of the pre-test, as presented in Table 4.5 below:

Table 4.5 The Score of Students in Post-Test I

No	Respondents	Score of Test
1	R 1	88
2	R 2	85
3	R 3	80
4	R 4	78
5	R 5	76

6	R 6	76
7	R 7	83
8	R 8	78
9	R 9	70
10	R 10	64
11	R 11	78
12	R 12	83
13	R 13	60
14	R 14	68
15	R 15	65
16	R 16	58
17	R 17	76
Total		1206
Mean		70.94

Table 4.5 indicates that the highest score achieved by the students was 88, while the lowest score was 58. The average result recorded on the first post-test was 74.47, which falls into the fair category.

Table 4.6 Written Assessment of Post-Test I

No	Aspect Assessment	Criteria Description
1	Content of the poster	Posters convey information that is clear, accurate, and relevant to the theme.
2	Text structure and organization	The writing is well organized, easy to read, and logical.
3	Language and spelling	Grammatical Accuracy of Spelling and Typographical Errors.
4	Visual design creativity	Attractive layout, color selection and contextually appropriate images.
5	Appropriateness to them	Poster according to a predetermined theme.
6	Neatness of the poster	Posters are neat, well-proportioned and presented in digital format.

Table 4.7 Classification in Writing Scoring of Post-Test I

No	Classification	Score	Frequency	Percentage
1	Very Good	90% - 100%	0	0%
2	Good	80% - 89%	5	29.41%
3	Fair	65% - 79%	9	52.94%
4	Poor	55% - 64%	3	17.64%
5	Very Poor	0% - 54%	0	0%
Total			17	100%

Table 4.7 above presents the classification of students. The data indicate that none (0%) of the students fell into the very good or very poor categories. Five students (29.41%) were classified as good, nine students (52.94%) as fair, and three students (17.64%) got poor classifications.

Some students showed improvement but still require further effort. The average score in the pre-test was 56.29, which increased to 74.47 in the first post-test. Thus, the enhancement in performance from the pre-test to Cycle I amounted to 18.18 points. Based on these results, the researcher proceeded to the subsequent cycle (Cycle II) in order to attain improved outcomes.

Cycle II

a. Planning

The implementation of the implementation of Cycle II was necessary because the results obtained in Cycle I had not met the criteria for achieving the maximum score. In addition, there were still aspects of the learning implementation and student activities during the instructional process that

had not been conducted properly. The activities conducted in Cycle II were implemented to address the problems identified in Cycle I and to enhance students' writing skills through the use of the CANVA application in creating posters. The researcher prepared a variety of instruments, including post-tests and student observation sheets, to support the implementation of learning in Cycle II. This cycle was conducted with better planning and preparation compared to the previous cycle, as a result of the reflection on the learning process in Cycle I.

In the Action planning stage, the things that the researcher did to take action during the learning activities were as follows:

- 1) Provided a more detailed and clear explanation of each stage of learning, including how to write posters and utilize the CANVA application.
- 2) Held special sessions to introduce CANVA features relevant to write poster, as well as provided students with the opportunity to practice using the application.
- 3) Gave appreciation and motivation before starting the lesson, which increased student activity and interactivity. Used more interactive learning methods, such as group discussions and presentations.
- 4) Provided constructive and positive feedback to students, which improved the quality of their work and built self-confidence.

b. Action

The learning was implemented through writing poster texts using the CANVA application. Each cycle was carried out in two meetings, which were outlined as follows:

1) First Meeting

The first session was held on Thursday, February 13, 2025, from 08:00 to 09:10 WITA. The number of students present at the first meeting was 17. Learning activities lasted 2 x 35 minutes. Before the learning began, the researcher greeted and invited all students to pray. After that, the researcher took attendance of students to find out and record student attendance and directed them to dress neatly, positions and seats were adjusted for learning activities. The researcher mentioned the learning theme to be studied, namely writing poster text, then the researcher provided learning materials about content planner. After that, the researcher explained the learning objectives to be implemented.

The teacher explained the learning objectives before the researcher entered the core activity. In this stage, the researcher showed how to write a poster using the CANVA application with the help of an LCD device. This was followed by asking the students to focus on the material presented, accompanied by an explanation from the researcher. Thereafter, the researcher grouped the students into groups consisting of 4 to 5 members and assigned each student to create a poster with the theme "Education Poster" using the CANVA feature called the content planner. This feature

allowed the students to brainstorm and plan the content of their writing before starting to compose the poster. At the end of the lesson, each student presented the result of their poster writing in front of the class.

Upon the completion of the lesson, the researcher inquired all students to ask questions relevant to the material they did not understand and provided a conclusion after the students presented the results of their poster writing. The researcher then conducted a reflection on the learning process, followed by a joint prayer and farewell greeting to close the activity

2) Second Meeting

The second session was conducted held on Saturday, February 15, 2025, from 08:00 to 09:50 WITA. The number of students present at the first meeting was 17. Learning activities lasted 3 x 35 minutes. Before the learning began, the researcher initiated the session by greeting and invited all students to pray. After that, the researcher took attendance of students to find out and record student attendance and directed them to dress neatly, positions and seats were adjusted for learning activities. The researcher mentioned the learning theme to be studied, namely writing poster text, then the researcher provided learning materials about graphic & illustration elements. After that, the researcher explained the learning objectives to be implemented.

The teacher delivered an explanation of the learning objectives before the researcher proceeded to the core activity. In this stage, the researcher demonstrated how to write a poster using the CANVA

application. This was followed by directing the students to open the CANVA application and access it directly. After that, the students paid attention to how to adjust the text with graphic and illustration elements so that they could choose appropriate words in composing sentences that fit the context, accompanied by further explanation from the teacher. Once the students understood the material, the researcher assigned each of them to write a poster. The students then displayed the posters they had created directly using the LCD. Afterward, each student presented the result of their poster writing in front of the class.

c. Observation

Observation activities in this study were carried out to assess Students' activities throughout the learning process as recorded through observation sheet. The researcher acted as the teacher who guided the learning activities from the start to the conclusion of the lesson, while the English teacher of class VIII served as the observer. The observer's task was to assess the students' activities in the classroom and to fill in the observation sheet that had been prepared by the researcher.

d. Reflection

The factors that influenced students who had not achieved success in Cycle I were identified in Cycle II, namely:

- 1) The students became accustomed to learning using the CANVA application to write posters and students are always given appreciation and motivation from the teacher.

- 2) The students had already understood how to write posters using the CANVA application and tended to pay attention to the researcher's instructions on how to properly write posters through the material that had been provided.
- 3) The students were able to actively and interactively write poster texts.

At this stage, no major problems were found in this cycle. Therefore, it was concluded that the research was stopped at Cycle II and did not need to be continued. Based on this, it could be stated that the writing skills of the eighth-grade students at Pesantren Nurul Junaidiyah Burau had improved.

Post-Test II

In the ongoing Cycle II, item scores were gathered similarly to the pre-test and Cycle I. An increase was observed, comparable to the improvement seen from the pre-test to Cycle I, indicating progress in students' writing skills. The main findings are presented below:

Table 4.7 The Score of Students in Post-Test II

No	Respondents	Score of Test
1	R 1	95
2	R 2	90
3	R 3	90
4	R 4	95
5	R 5	95
6	R 6	95
7	R 7	83
8	R 8	90
9	R 9	85
10	R 10	93

11	R 11	87
12	R 12	80
13	R 13	83
14	R 14	93
15	R 15	90
16	R 16	80
17	R 17	93
Total		1517
Mean		89.23

Table 4.7 illustrates that the highest score achieved by the students was 95, while the lowest score was 80. The average score of the students in the second post-test was 89.23, which falls under the good category.

Table 4.8 presents the classification of students based on their writing scores in the second post-test of this study.

Table 4.8 Written Assessment of Post-Test II

No	Aspect Assessment	Criteria Description
1	Content of the poster	Posters convey information that is clear, accurate, and relevant to the theme.
2	Text structure and organization	The writing is well organized, easy to read, and logical.
3	Language and spelling	Grammatical Accuracy of Spelling and Typographical Errors.
4	Visual design creativity	Attractive layout, color selection and contextually appropriate images.
5	Appropriateness to them	Poster according to a predetermined theme.
6	Neatness of the poster	Posters are neat, well-proportioned and presented in digital format.

Table 4.9 Classification in Writing Scoring of Post-Test II

No	Classification	Score	Frequency	Percentage
1	Very Good	90% - 100%	11	64.70%
2	Good	80% - 89%	6	35.29%
3	Fair	65% - 79%	0	0%
4	Poor	55% - 64%	0	0%
5	Very Poor	0% - 54%	0	0%
Total			17	100%

Table 4.9 above presents the classification of the students' performance. The data indicate that 11 students (64.70%) were categorized as very good, 6 students (35.29%) as good, and no students fell into the fair, poor, or very poor categories.

Based on the results from the pre-test, Cycle I, and Cycle II, there was a noticeable improvement in students' ability to write poster texts using the CANVA application. This progress is illustrated in the following table:

Table 4.10 The Mean Scores and Standard Deviations for Pre-Test, Post-Test I, and Post-Test II of the Students

	Descriptive Statistic				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	20	37	77	56.29	11.666
Post-Test I	20	58	88	74.47	8.860
Post-Test II	20	80	95	89.23	5.297
Valid N (list wise)	20				

Table 4.10 above illustrates a significant improvement before and after the implementation of the treatment during the learning process. In the pre-test, the minimum score was 37, the maximum was 77, with an average

of 56.29 and a standard deviation of 11.666. In the first post-test, the minimum score increased to 58, the maximum to 88, with an average of 74.47 and a standard deviation of 8.860. Meanwhile, in the second post-test, the minimum score was 80, the maximum was 90, the mean was 89.23, and the standard deviation was 5.297. In summary, the average scores in the post-tests were higher than those in the pre-test.

b. Qualitative Data

Observation sheets were utilized to systematically record all activities occurring throughout the instructional process. These activities involved interactions from both the teacher and the students. The class consisted of 17 students who were observed during each session of cycles I and II. The results of these observations are presented in the following table:

Table 4.11 Result of Observation Sheet

No	Observed Aspects	Score	Category
1	Students' motivation in writing	3	Very Good
2	Students understanding of CANVA application	2	Good
3	Students collaborating in learning	2	Good
4	Students' imagination and creativity are developed	2	Good
5	Assessment and feedback processes.	2	Good

Based on the table 4.11, the students' motivation in writing was in the very good category (3). Students' understanding in CANVA application, collaboration in learning, building imagination and creativity, and assessment and feedback were in the good category (2).

B. Discussion

This section discusses the results of the data analysis. The research was carried out in five stages: pre-test, Cycle I, post-test I, Cycle II, and post-test II. Initially, the researcher administered a pre-test to assess the students' initial ability in writing poster texts. The results indicated that the students had difficulty understanding the test. The pre-test scores revealed that the students' writing skills were still insufficient. The highest score achieved was 77, which demonstrates that the students struggled to compose poster texts even though the topic had been provided by the researcher.

The results of the study conducted in class VIII of Pesantren Nurul Junaidiyah Burau indicated that the utilization of the CANVA application in writing posters improved students' writing skills and revealed students' perceptions regarding the use of CANVA in enhancing their writing abilities. The use of the CANVA application was very helpful in developing students' writing competence and attracted as a potential learning medium that can help the teacher create visually appealing learning materials such as digital poster.

The results of the study showed that there was an improvement in students' writing skills from before the implementation of the action, during Cycle I, and continued into Cycle II. Before the action was carried out, there were six students who were categorized as "very poor." The low performance was caused by the students' tendency to not pay sufficient attention to the learning process and the instructions given by the researcher.

They were less active, less interactive, and did not provide reciprocal responses during the learning activities. This condition occurred due to students' lack of understanding in writing poster texts, and they were not familiar with using the CANVA application. Therefore, the researcher carried out a classroom action research study by integrating the CANVA application into the poster-writing activities. The implementation of the CANVA application served as an instructional medium that provided creative assignments or projects involving the creation of graphics or visual content. This allowed the students to think more creatively and simultaneously improve their writing skills.

In the second stage, the researcher implemented the CANVA application through four steps: planning, action, observation, and reflection. Cycle I was conducted over the course of two meetings. After the actions were carried out in cycle I, there was a significant increase in results 5 students (29.41%) got good classifications, 9 students (52.94%) got fair classifications, and 3 students (17.64%) got poor classifications. Average students Pre-test 56.29, and Post-Test I 74.47. So that the increase from Pre-Test to cycle I was 18.18. Several things that influenced the students' lack of writing skills in cycle I, namely the researcher explained about the selection of poster template materials, but the students did not understand it because they still had difficulty using the CANVA application, so the students were still less able to write the poster text.

After the action was carried out in cycle II during two meetings, an increase was observed with 11 students (64.70%) being classified as very good, 6 students (35.29%) as good, and no students falling into the fair, poor, or very poor categories. In the pre-test, the minimum score was 37, the maximum score was 77, the average score was 56.29, and the standard deviation was 11.666. For Post-Test I, the minimum score increased to 58, the maximum to 88, the average to 74.47, and the standard deviation was 8.860. In Post-Test II, the minimum score reached 80, the maximum was 90, the mean was 89.23, and the standard deviation was 5.297. In summary, the average scores in the post-tests were higher than those in the pre-test. In Cycle II, the enhancement of students' writing abilities had been successfully achieved. The findings of the research indicated that the use of the CANVA application improved students' writing skills and also revealed students' perceptions regarding its effectiveness in enhancing their writing abilities. This was demonstrated by a significant difference in both writing performance and students' perceptions before and after the implementation of the learning media using CANVA.

The description above showed that the writing skills of the eighth-grade students of Pesantren Nurul Junaidiyah Burau increased after learning the material on writing poster texts using the CANVA application. The improvement in students' writing skills reached 32.94%, from 56.29% to 89.23%. This increase occurred because the students were able to operate the CANVA application effectively and write posters by utilizing the

available features, which contributed to the enhancement of their writing skills.

Students' writing skills showed significant progress through the implementation of two learning cycles. The research conducted by the researcher demonstrated that students' writing skills enhanced following the implementation of two cycles. This could be seen from the results in Cycle I, where the scores were still in the low category, while in Cycle II, there was a significant improvement. In addition, both students' writing skills and their perceptions regarding the use of the CANVA application in improving their writing abilities increased from Cycle I to Cycle II.

Writing skills can be improved through a contextual, creative, and digital media-based approach. In this case, the use of the CANVA application has been proven to provide a positive contribution to improving students' writing skills, especially in writing poster texts. Writing is a social process that involves communicative purposes and specific audience contexts. In this context, poster texts created through the CANVA application provide students with the opportunity to write functionally, by paying attention to the content of the message, the purpose of writing, and the visual appearance as a support. This helps students understand that writing is not just about composing sentences, but conveying meaningful messages effectively.³⁹

³⁹ K. Hyland, *Second Language Writing*, Cambridge University Press (Cambridge University Press, 2003).

Writing learning will be more meaningful if students are involved throughout the creative process and have the freedom to develop their ideas. CANVA provides various features such as templates, images, and visual designs that allow students to channel their creativity freely. This has been proven to increase their active participation and the quality of their writing.⁴⁰ Thus, the success of implementing the action in this study was not only indicated by the increase in writing test scores, but also by the emotional and motivational involvement of students in the learning process. These results confirm that the use of CANVA as a learning medium not only helps in the technical aspects of writing but also plays a role in forming positive attitudes and student engagement towards English language learning.

⁴⁰ J. Harmer, *The Practice of English Language Teaching* (4th Ed.), *Pearson Education*., 2007.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses a review of the study's findings and provides recommendations for students and teachers of the English language involved in research.

A. Conclusion

As revealed by the study's findings and supporting discussion, the researcher drew the conclusion that there was a notable improvement in the students' composition skills and students' perception through CANVA application in the eighth grade students of Pesantren Nurul Junaidiyah Burau. This is evident from the a comparative analysis of the results between the pre-test, post-test I, and post-test II, where the scores of post-test II surpassed those of both the pre-test and post-test I. Based on the field conditions, this study was carried out in two cycles because the students' skills had not shown significant improvement after Cycle I, leading to the implementation of Cycle II. Furthermore, the researcher's observations indicated that the progress in teaching writing through the CANVA application fell into the good category.

B. Suggestion

In light of the conclusions drawn, the researcher proposes the following suggestions and recommendations:

1. The teacher can apply the use of CANVA application teaching approaches English, especially in teaching writing skills. However, in using this

strategy, the teacher needs to do several things for this learning to be effective, for example, selecting appropriate topics for writing instruction. Teacher should be discerning in selecting appropriate learning materials. In addition, the teacher must also control students to stay focused on the lesson because students are usually too engrossed and forget that they are studying.

2. Students are motivated to become more active in developing their writing skills. They can utilize the CANVA application as an engaging and effective tool for learning to write. Additionally, students should concentrate on the teacher's explanations to ensure better understanding of the lessons.
3. For future studies, it is advisable to apply the CANVA application as an approach in teaching writing. The researcher hopes that subsequent studies will explore writing materials beyond poster texts. Additionally, it is advised to consider the limitations identified in this study, such as the careful selection of topics to avoid any potential discomfort for students and future researchers, in order to improve the quality of future research outcomes.

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KEMENTERIAN AGAMA KAB. LUWU TIMUR
MADRASAH TSANAWIYAH NURUL JUNAIDIYAH

DESA LAUWO KECAMATAN BURAU

NPSN : 40320272 AKREDITASI B NSM : 121273240001

Alamat : Jl. Trans Sulawesi, Poros Masamba- Burau, Kec. Burau Kab. Luwu Timur Kode Pos 91972 Hp 085341108954

SURAT KETERANGAN

Nomor : Mts.20.021.006/Lw/033/II/2025

Kepala Madrasah Tsanawiyah Nurul Junaidiyah dengan ini menerangkan bahwa:

Nama	:	Siti Qoni'ah Qana'ah. M
NIM	:	2102020059
Semester	:	VII (Tujuh)
Kampus	:	Institut Agama Islam Negeri Palopo
Prodi	:	Pendidikan Bahasa Inggris
Judul	:	Enhancing Students Writing Skill Trought Canva Application at the Eighth Grade Student of Pesantren Nurul Junaidiyah

Telah melaksanakan penelitian untuk memenuhi tugas skripsi, terhitung tanggal 06 Februari – 24 Februari 2025.
Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Lauwo, 25 Februari 2025
Kepala Madrasah Tsanawiyah
Nurul Junaidiyah

Baharuddin S.Pd.I.,M.Pd
NIP.-

LESSON PLAN

CLASS/LEVEL	8 th Grade / Intermediate
TOPIC	Poster Text
OBJECTIVES	1. Students are able to understand poster text material 2. Students are able to know what the Canva application is
MATERIALS	Marker, Board, Handout, Paper
TIME	35 minutes

Present : Get SS ready to discuss topic (activate background knowledge).
Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings • Assalamu'alaikum Wr Wb • Good morning class! How are you today?	T-SS	1 minute
Pray T : Firstly, before we start our class. Who wants to lead the pray? The teacher checks the presence of students	T-SS	4 minutes
Attention Grab T : Eyes on teacher! S : Eyes on you! T : Shark Bite S : Rawwrrrr	T-SS	1 minute
Presentation • The teacher gives an explanation regarding the poster text gives examples. • The teacher provides an explanation to students about what the Canva application is.	T-SS	9 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
The teacher divides students into several small groups consisting of 4/5 people and provided pictures of topics that would be used as text posters for each group.	STT	5 minutes
Students discuss the pictures they have been given to their group mates, express their opinions, compile and write a text based on the pictures given, and appoint a group	STT	5 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Produce Activities	Interaction	Time
- Representatives of each group read the results of their discussion in front of the class and other groups will respond or ask questions. - The whole group submits their work to the teacher and the teacher will provide some responses. - Teachers and students reflect	STT	10 minutes

***S : Student**

***T : Teacher**

***STT : Student talking time**

***TTT : Teacher talking time**

LESSON PLAN

CLASS/LEVEL	8 th Grade / Intermediate
TOPIC	Poster Text
OBJECTIVES	1. Students are able to make poster text using the Canva application
MATERIALS	Marker, Board, laptop, hand phone and LCD
TIME	35 minutes

Present : Get SS ready to discuss topic (activate background knowledge).
Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings - Assalamu'alaikum Wr Wb - Good morning class! How are you today?	T-SS	1 minute
Pray T : Firstly, before we start our class. Who wants to lead the pray? The teacher checks the presence of students	T-SS	4 minutes
Attention Grab T : Eyes on teacher! S : Eyes on you! T : Shark Bite S : Rawwrrrr	T-SS	1 minute
Presentation - The teacher gives a reflection about learning in the previous meeting. - The teacher explains how to use the Canva application to create poster text.	T-SS	9 minutes

Practice: Create a few practice activities using the new language. Try to increases STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
Students are asked to write a poster with the theme "Educational poster" using the Canva application	STT	10 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Produce Activities	Interaction	Time
- Students are asked to present their poster text in front of the class. - All students submit their test posters to the teacher. - Teachers and students reflect	STT	10 minutes

***S : Student**

***T : Teacher**

***STT : Student talking time**

***TTT : Teacher talking time**

LESSON PLAN

CLASS/LEVEL	8 th Grade / Intermediate
TOPIC	Poster Text
OBJECTIVES	1. Students are able to write poster texts using the right structure 2. Students are able to understand the elements of poster text 3. Students can create posters clearly and fluently using the Canva application.
MATERIALS	Marker, Board, laptop, hand phone and LCD
TIME	35 minutes

Present : Get SS ready to discuss topic (activate background knowledge).
Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings • Assalamu'alaikum Wr Wb • Good morning class! How are you today?	T-SS	1 minute
Pray T : Firstly, before we start our class. Who wants to lead the pray? The teacher checks the presence of students	T-SS	4 minutes
Attention Grab T : Hokus fokus! S : Everybody fokus!	T-SS	1 minute
Presentation • The teacher gives a reflection about learning in the previous meeting. • The teacher explains material about educational posters and lighting posters and provides examples.	T-SS	9 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
Students are asked to write a poster with the theme "Educational poster" using the Canva application	STT	10 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Produce Activities	Interaction	Time
- Students are asked to present their poster text in front of the class. - All students submit their test posters to the teacher. - Teachers and students reflect	STT	10 minutes

***S : Student**

***T : Teacher**

***STT : Student talking time**

***TTT : Teacher talking time**

LESSON PLAN

CLASS/LEVEL	8 th Grade / Intermediate
TOPIC	Poster Text
OBJECTIVES	1. Students are able to write poster texts using the right structure 2. Students are able to understand the elements of poster text 3. Students can create posters clearly and fluently using the Canva application.
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TIME	35 minutes

Present : Get SS ready to discuss topic (activate background knowledge).
Review language, if needed, teach new language.

Present Activities	Interaction	Time
Greetings • Assalamu'alaikum Wr Wb • Good morning class! How are you today?	T-SS	1 minute
Pray T : Firstly, before we start our class. Who wants to lead the pray? The teacher checks the presence of students	T-SS	4 minutes
Attention Grab T : Hokus fokus! S : Everybody fokus!	T-SS	1 minute
Presentation • The teacher gives a reflection about learning in the previous meeting. • The teacher explains material about educational posters and lighting posters and provides examples.	T-SS	9 minutes

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
Students are asked to write a poster with the theme "Educational poster" using the Canva application	STT	10 minutes

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Produce Activities	Interaction	Time
- Students are asked to present their poster text in front of the class. - All students submit their test posters to the teacher. - Teachers and students reflect	STT	10 minutes

***S : Student**

***T : Teacher**

***STT : Student talking time**

***TTT : Teacher talking time**

TEST

Poster Creation Assignment Instrument Using the Canva Application

General Instructions

1. This assignment is part of a technology-based writing lesson.
2. Use the Canva app to create an informative and engaging poster.
3. The theme of the poster is predetermined, but you are free to explore ideas and designs creatively.
4. The poster should contain a clear message, appropriate language, and relevant visual elements.
5. Posters will be collected as JPG digital files and presented in class.

Poster Themes

“Alert Poster” and “Education Poster”

Required Components of a Poster

1. A title that is interesting and informative
2. Supporting visuals (images, icons, colors, graphics, and textual material) that match the poster title.
3. Creator's name at the bottom of the poster

ASSESSMENT INSTRUCTIONS

Aspect Assessment	Criteria Description
Content of the poster	Posters convey information that is clear, accurate, and relevant to the theme.
Text Structure & Organization	The writing is well organized, easy to read, and logical.
Language & Spelling	Grammatical Accuracy of Spelling and Typographical Errors.
Visual Design Creativity	Attractive layout, color selection and contextually appropriate images.
Appropriateness to Theme	Poster according to a predetermined theme.
Neatness of the poster	Posters are neat, well-proportioned and presented in digital format.

A. PRE-TEST

Introduction:

1. Before starting the class, the researcher prepared the class
2. Then the researcher explained the research method
3. Provision of Pre-Test, for the first meeting the researcher gave a written test to the students then the researcher asked them to write an poster text about “Alert Poster”.

B. POST-TEST

Introduction:

1. Before starting the class, the researcher prepared the class
2. Then the researcher explained the research method
3. Provision of Pre-Test, for the first meeting the researcher gave a written test to the students then the researcher asked them to write an poster text about “Aducation Poster

OBSERVATION

No	Observed Aspects	Score	Category
1	Students' motivation in writing	3	Very Good
2	Students understanding of CANVA application	2	Good
3	Students collaborating in learning	2	Good
4	Students' imagination and creativity are developed	2	Good
5	Assessment and feedback processes.	2	Good

RESULT OF STUDENTS' PRE-TEST

No. _____

Date: _____

Nama: Dewi Mulyani Kusuf

Kelas: VIII Putri

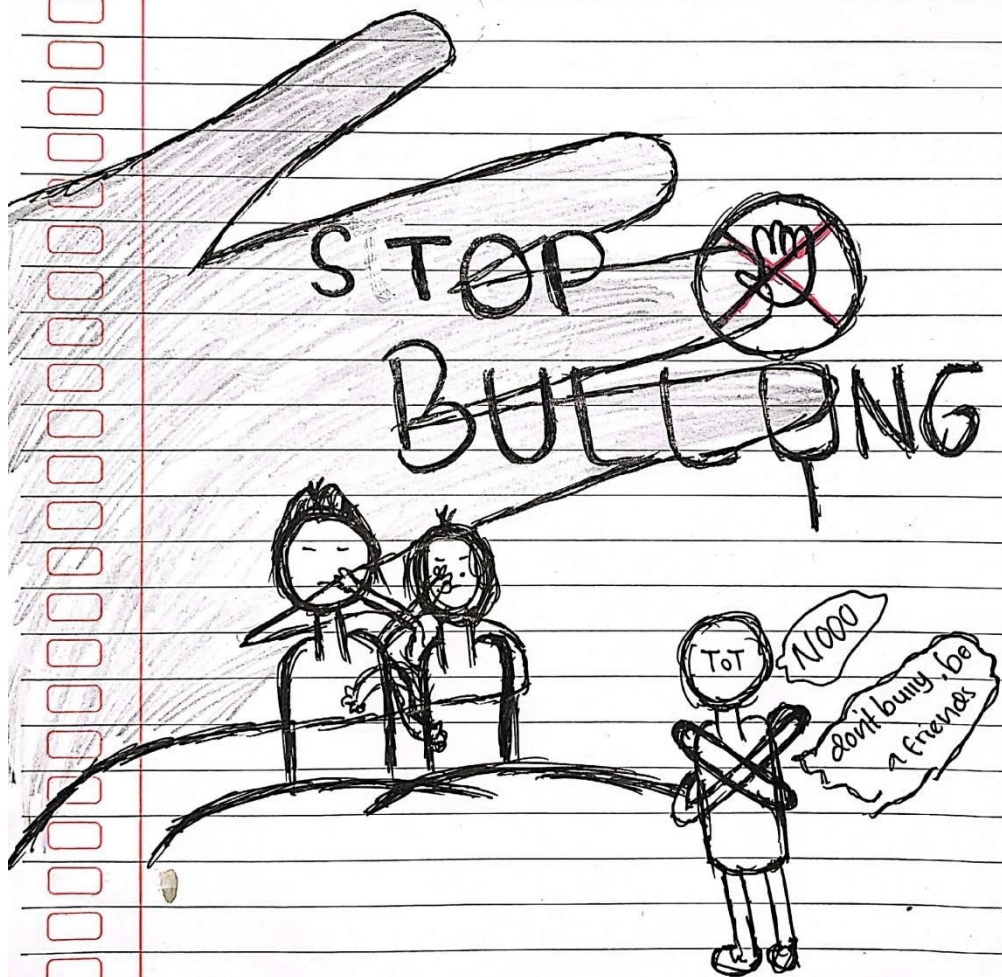
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Date: _____

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Date: _____

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Promiscuity

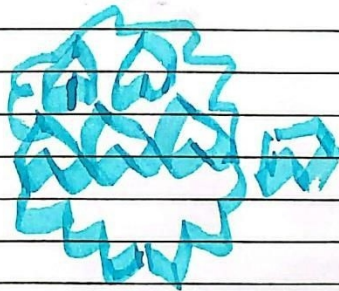


Protect our youth

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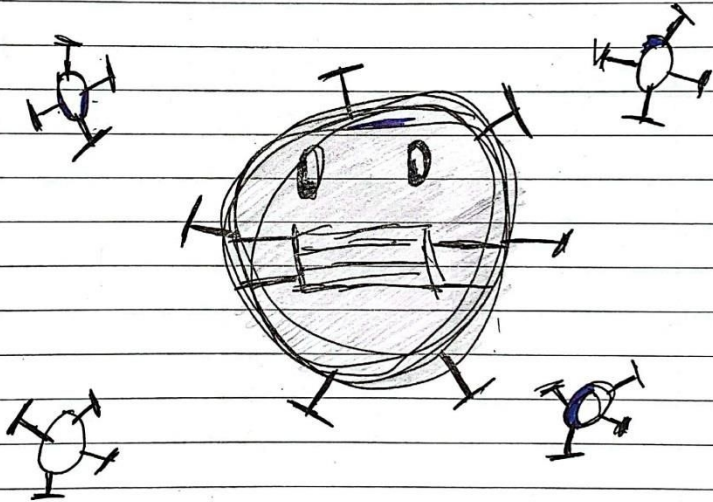
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Date : _____

Stay Healthy



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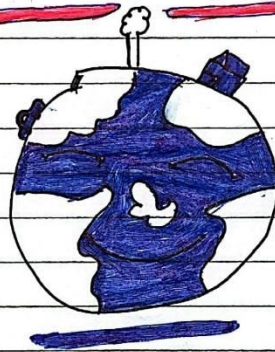
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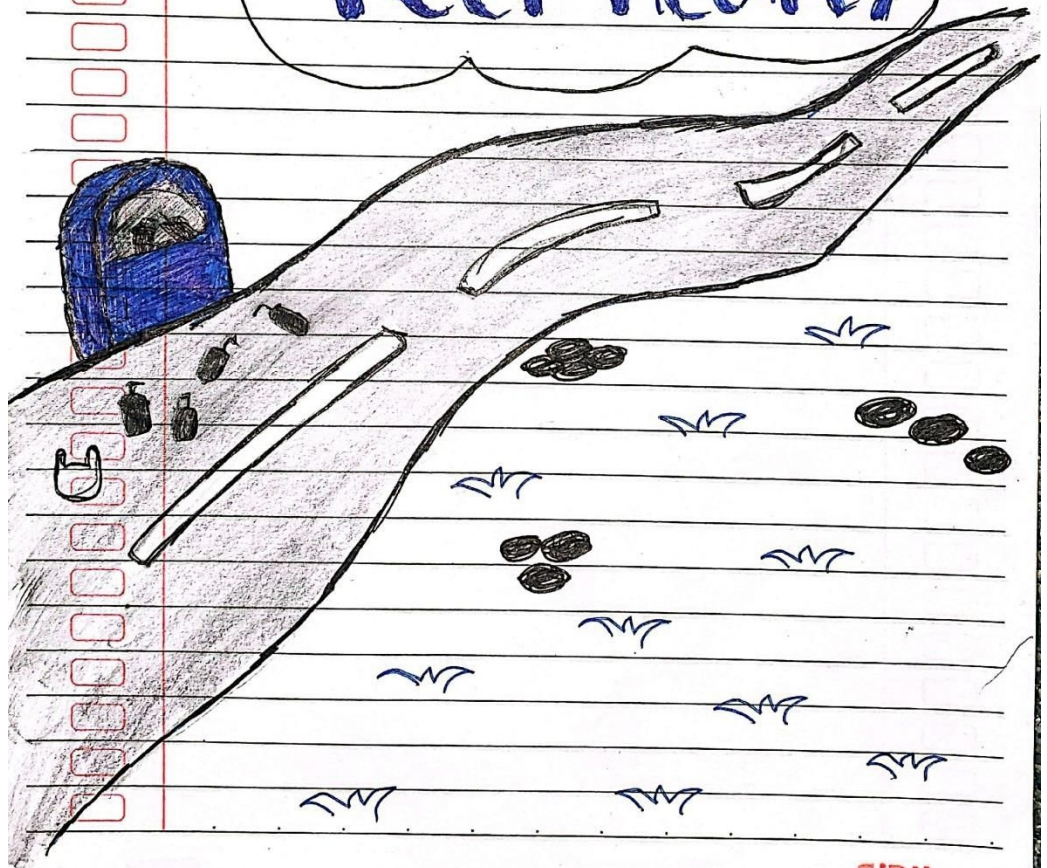
Warning!



No. Name : AISYIFA Zahra

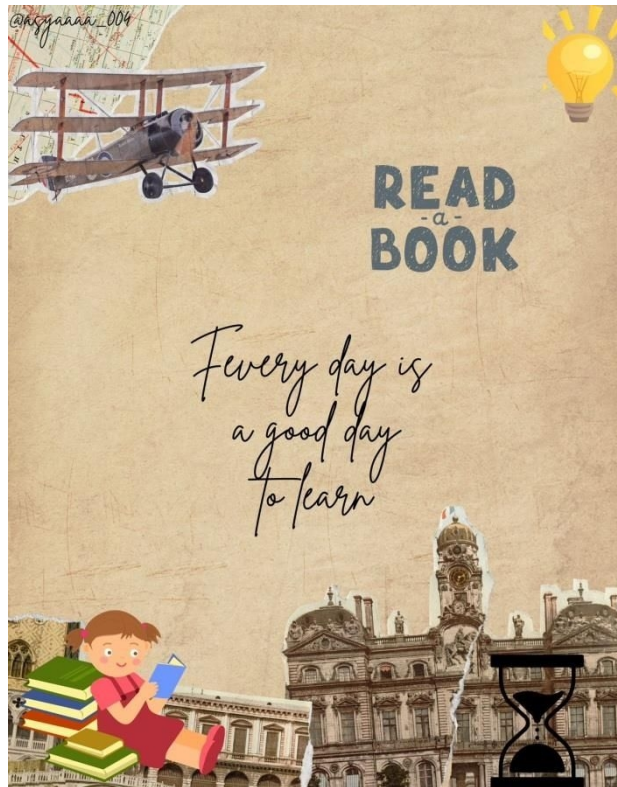
Date: VIII^a P₁

Keep Clean,
Keep Healthy



SIDU

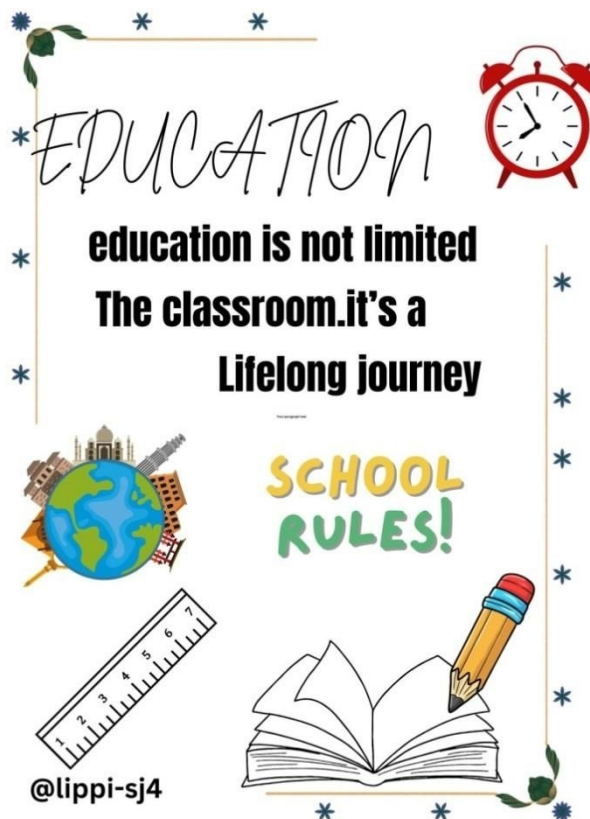
RESULT OF STUDENTS' POST-TEST I



Alsyifa zahra

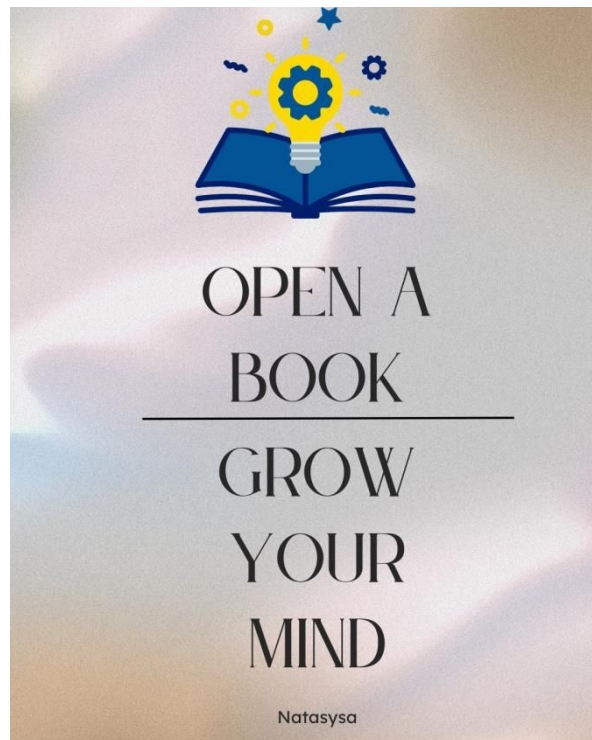


Knowledge will bring
you the opportunity to make a differen



@lippi-sj4

RESULT OF STUDENTS' POST-TEST II



The **more** that you **read**
The **more** things **you** **will** **know**
The **more** that you **learn**
The **more** **places** **you'll** **go**

NURUL ARZY R



natasya

education
is the best
provision for
the journey
to old age



RIGHT TO EDUCATION

Every child has the right to go school



Chiara ista zahara

EDUCATION IS THE
MOST POWERFUL
WEAPON WHICH YOU
CAN USE TO CHANGE
THE WORLD

Nur Azimah F



DOCUMENTATION





CURRICULUM VITAE



Siti Qoni'ah Qana'ah M was born in Palopo on August 17th, 2003. The author is the fourth of six children born to a father named Marhuni *hafidzahullah* and a mother named Ikawati *hafidzahullah*. Currently, the author lives on Dr. Ratulangi Street, Batu Palopo City. The author completed their primary education in 2015 at SDN 28 Mancani. After that, the author continued her education in SMPN 8 Palopo. In 2018, the author continued her education at Pesantren Nurul Junaidiyah Burau. After graduating from high school in 2021, the author continued her education in the field of interest, namely the English Language Education Study Program, Education and Teacher Training Faculty, Islamic State University of Palopo.