

**TEACHING WRITING SKILL BY USING CANVA
APPLICATION FOR THE TENTH GRADE STUDENTS
OF MUHAMMADIYAH BOARDING SCHOOL PALOPO**

A Thesis

*Proposed to the English language education study program
of S1tarbiyah and teacher training faculty of state Islamic institute of palopo
in fulfilment of requirement for B.Pd. degree in English education*



Written by:

SUTRIANL.S

Reg. Num 2002020033

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2024**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
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2024**

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THESIS APPROVAL

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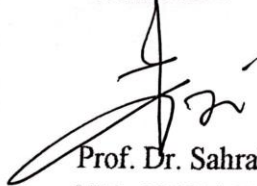
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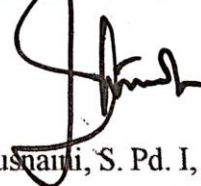
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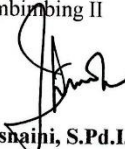
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Palopo, 25 October 2024

The Researcher

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ABSTRACT

Sutriani, S. 2024. *“Teaching Writing Skills Using Canva Application for Tenth-Grade Students at Muhammadiyah Boarding School Palopo.”* Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Sahraini and Husnaini.

This study examines the improvement of students' writing skills through the use of the Canva application in tenth-grade classes at Muhammadiyah Boarding School Palopo. The research investigates if the use of the Canva application can enhance the students' writing skills. The researcher employed a pre-experimental design with a one-group pre-test and post-test design. The population of this study consisted of 15 tenth-grade students. The sample was selected using a total sampling technique at Muhammadiyah Boarding School Palopo. The research instrument was a written test comprising 18 questions. The data were analyzed using paired sample t-tests to compare students' writing abilities before and after the implementation of the Canva application. The pre-test and post-test results were processed using SPSS 20 to determine whether there was a significant improvement in students' writing abilities. The findings of this study revealed an improvement in students' writing skills after using of the Canva application. This improvement was evidenced by the post-test score of 55.47, which was higher than the pre-test score of 31.20. Additionally, the p-value was less than 0.05. The results suggest the rejection of H_0 and the acceptance of H_1 . Based on the result of the study, it can be concluded that Canva enhances creativity in writing by providing visually appealing templates that assist students in organizing and presenting their ideas in a structured and aesthetic manner. This research is expected to contribute to help teacher improve their students' writing using Canva application.

Keywords: Descriptive Text, Writing Skills, Canva Application


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ABSTRAK

Sutriani, S. 2024. *"Pengajaran keterampilan menulis dengan menggunakan aplikasi Canva untuk siswa kelas sepuluh Muhammadiyah Boarding School Palopo."* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Sahraini dan Husnaini.

Penelitian ini mengkaji tentang peningkatan keterampilan menulis siswa melalui aplikasi Canva di kelas sepuluh Muhammadiyah Boarding School Palopo. Penelitian ini berusaha menjawab pertanyaan tentang apakah penggunaan aplikasi Canva dapat meningkatkan keterampilan menulis siswa di Muhammadiyah Boarding School Palopo. Peneliti menggunakan desain pra eksperimental dengan *one group pre-test and post-test design*. Populasi dalam penelitian ini adalah siswa kelas sepuluh yang berjumlah 15 siswa. Sampel diambil dengan teknik *total sampling* di Muhammadiyah Boarding School Palopo. Instrumen penelitian ini berupa tes tertulis yang terdiri dari 18 soal. Data dianalisis dengan menggunakan uji-t sampel berpasangan untuk membandingkan kemampuan menulis siswa sebelum dan sesudah penerapan aplikasi Canva. Hasil dari ujian pra dan ujian pasca diolah menggunakan SPSS 20 untuk mengetahui apakah terdapat peningkatan yang signifikan pada kemampuan menulis siswa. Hasil dari penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan menulis siswa dengan menggunakan aplikasi Canva. Hal ini dapat dilihat dari hasil ujian pasca 55.47 lebih tinggi dari ujian pra 31.20. Selain itu, nilai $p\text{-value} < 0.05$. Jadi, H_0 tidak diterima dan H_1 dapat diterima. Berdasarkan hasil rata-rata tersebut, dapat disimpulkan bahwa Canva meningkatkan kreativitas dalam menulis dengan menyediakan template visual yang menarik yang membantu siswa mengatur dan mempresentasikan ide-ide mereka dengan cara yang terstruktur dan estetik. Penelitian ini diharapkan dapat memberikan kontribusi bagi guru untuk menerapkan aplikasi Canva dalam pembelajaran.

Kata kunci: Teks Deskriptif, Keterampilan Menulis, Aplikasi Canva


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ملخص الرسالة

سترياني، س. 2024. "تدريس مهارة الكتابة باستخدام تطبيق Canva لطلاب الصف العاشر في مدرسة مجدية الداخلية بالوبو." رسالة جامعية في برنامج تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية بالوبو. تحت إشراف سحريني وحسيني.

يهدف هذا البحث إلى دراسة تحسين مهارات الكتابة لدى الطلاب باستخدام تطبيق Canva في الصف العاشر بمدرسة مجدية الداخلية بالوبو. يسعى البحث للإجابة على سؤال: هل يمكن لتطبيق Canva أن يحسن مهارات الكتابة لدى طلاب مدرسة مجدية الداخلية بالوبو؟ استخدم الباحث تصميم البحث شبه التجريبي مع اختبار قبلي وبعدي لمجموعة واحدة. شملت عينة البحث جميع طلاب الصف العاشر البالغ عددهم 15 طالبًا، وتم اختيارهم باستخدام تقنية العينة الشاملة. اعتمد البحث على أداة اختبار كتابي مكونة من 18 سؤالًا. تم تحليل البيانات باستخدام اختبار t للعينات المرتبطة لمقارنة أداء الطلاب في الكتابة قبل وبعد استخدام تطبيق Canva. تم تحليل النتائج باستخدام برنامج SPSS الإصدار 20 لتحديد ما إذا كان هناك تحسن ملحوظ في مهارات الكتابة لدى الطلاب. أظهرت النتائج وجود تحسن في مهارات الكتابة لدى الطلاب بعد استخدام تطبيق Canva، حيث بلغ متوسط درجات الاختبار البعدي 55.47 مقارنة بمتوسط درجات الاختبار القبلي 31.20. كما أن قيمة p أقل من 0.05، مما يدل على دلالة إحصائية للتحسن. بناءً على هذه النتائج، يمكن استنتاج أن تطبيق Canva يساعد على تعزيز الإبداع في الكتابة من خلال توفير قوالب مرئية جذابة تساعد الطلاب في تنظيم أفكارهم وتقديمها بطريقة منظمة وجمالية. يُوصى باستخدام تطبيق Canva كأداة تعليمية لدعم تدريس الكتابة، لما له من تأثير إيجابي في تطوير مهارات الطلاب في هذا المجال.

الكلمات المفتاحية: النصوص الوصفية، مهارات الكتابة، تطبيق Canva

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CHAPTER I

INTRODUCTIONS

A. Background

Writing is the process of transforming ideas into a text or written words that can be read and understood. Writing is also one of the basic language skills that is very important for students to master because it involves knowledge of grammar, spelling, vocabulary, punctuation, organisation of ideas and content. Unlike speaking, where mistakes are often overlooked as long as the message is understood, writing requires precision and clarity, making it one of the most difficult skills to develop.¹

Because of its complexity, writing plays a crucial role in students' academic and professional progress. Mastering writing skills not only helps students to communicate ideas effectively, but also supports overall language comprehension. To overcome the challenges of learning to write, teachers need effective teaching techniques. One such method is essay writing, which encourages students to actively participate by continuously expressing ideas based on a given topic. This technique promotes an interactive learning environment and encourages emotional and cognitive engagement during the writing process.²

¹ Husnaini, H., Iksan, M., & Wiwin, W. (2023). Students' Anxiety in Learning English Writing Skills in Senior High School Level. *FOSTER: Journal of English Language Teaching*, 4(2), 93-110.

² Mohammad Alnufaie and Michael Grenfell, "EFL Writing Apprehension: The Macro or the Micro?," *Journal of Arts and Humanities* 2, no. 3 (2013): 79–89.

Writing is often considered difficult by students at Muhammadiyah Boarding School due to its cognitive and linguistic complexities, such as generating ideas, organizing thoughts, mastering grammar, and selecting appropriate vocabulary. Additionally, psychological factors like fear of criticism, lack of confidence, and the pressures of the educational environment further complicate the process. These challenges are even greater for students learning a second language. Overcoming these difficulties requires consistent practice, constructive feedback, and targeted teaching strategies. Therefore, it is crucial for teachers to adopt effective teaching media to help students navigate these challenges and develop their writing skills.

As for surah al Kahf (109) which is related to the writing that Muhammad said:

قُلْ لَوْ كَانَ الْبَحْرُ مَدَادًا لَكَلِمَتِ رَبِّي لَنَفَدَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ كَلِمَتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ
مَدَدًا

Translation:

Said (Prophet Muhammad), *"If the ocean were to be ink for (writing) the sentences of my Lord, it would have been finished before the sentences of my Lord were finished (written) even though We brought in that many additions (also).*

The role of written information to be adopted by the others

Teaching media are tools or resources used to facilitate the teaching and learning process, helping educators convey concepts more effectively and engage students in meaningful ways. The use of media in education enhances student understanding by making abstract concepts more tangible and interactive. For

example, Harmer emphasises that ‘effective teaching media can stimulate student interest and provide a rich context for language learning, promoting better retention and understanding of the material.’³ Incorporating digital tools, visual aids and interactive platforms, such as Canva, into lessons allows teachers to create dynamic and visually appealing content that captures students' attention and motivates them to actively participate in the learning process. Therefore, proper integration of teaching media not only supports the achievement of learning objectives but also caters to various learning styles and preferences.

One of the applications used in developing student creativity is the Canva application. Canva is an online graphic design tool.⁴ Second Canva is an online graphic design tool that students to effortlessly create a variety of unique ELT materials. It defined that Canva is an application web that has design tools to create various types of interesting learning videos Al-khoeri . Beside that Canva and other images in the classroom may be used to: generate tangible abstract concepts, inspire students, provide direct attention, repeat information, retain past knowledge, and make learning more engaging. The Canva application serves as a valuable tool for fostering student creativity and enhancing the learning experience. As an online graphic design platform, it enables students to effortlessly create a diverse range of ELT materials. Additionally, Canva's capabilities extend to producing engaging learning videos through its web-based application equipped with design tools.

³ Harmer, J. (2007). *Praktek Pengajaran Bahasa Inggris* . Pearson Longman.

⁴ Haake, A. B. (2021). *The Language Teacher Rebel: A guide to building a successful online teaching business*. Hachette UK.

Furthermore, integrating Canva and other visual aids into the classroom facilitates the generation of tangible abstract concepts, inspires students, captures their direct attention, reinforces information retention, builds upon past knowledge, and enriches the learning process by making it more immersive and engaging.

Canva has several advantages over other platforms. These advantages include 1) the availability of various attractive designs that allow teachers and students to be more creative because of the many available features, 2) Canva can be used practically so it can save time in making designs, 3) Canva can be accessed easily via a device or laptop.⁵ Mansur and Rafudin emphasized that Canva can help students present writing in a creative and more attractive form because of the latest features and more precise data.⁶ The industrial revolution 4.0 forces students to acquire new abilities that change all aspects through the internet and technology. As a result, Canva is being used to teach English, and using Canva as a learning medium means using technology as a practical learning medium in terms of time, use, and results. Canva is also used to help students understand English visual literacy.

However, the experience of writing in English is often faced with several obstacles. One of the evidences is when the researcher conducted observations at a school called Muhammadiyah Boarding School Palopo (MBS), the researcher

⁵ Tanjung, R. E., & Faiza, D. (2019). Canva sebagai media pembelajaran pada mata pelajaran dasar listrik dan elektronika. *Voteteknika (Vocational Teknik Elektronika Dan Informatika)*, 7(2), 79-85.

⁶ Mansur, H., & Rafiudin, R. (2020). Pengembangan media pembelajaran infografis untuk meningkatkan minat belajar mahasiswa. *Jurnal Komunikasi Pendidikan*, 4(1), 37-48

found several problems that occurred to students, especially in writing skills. The problem was that the students were still hesitant to write in English. They had difficulty conveying ideas clearly and also had difficulty organizing the writing structure. So, they just write without paying attention to the right writing structure in English. besides that, the limitations and also the books used by students regarding the descriptive material taught are less interesting and seem monotonous because the pictures used to describe must be in the material book students are not allowed to explore various kinds of pictures that are in accordance with the themes taught so students feel bored and seem less interesting. Therefore, a solution is needed for them to improve their writing skills. one of the media used in learning text descriptions is the Canva application as a tool in writing text description.

Based on the background about the researcher conducted the research entitled Teaching Writing skill by Using Canva application for the Tenth Grade Students of Muhammadiyah Boarding School Palopo.

B. Research Question

Based on the above background, the researcher formulates the following research question:

“Does the use of canva application improve students’ writing skill at Muhammadiyah Boarding School Palopo?”

C. Research Objective

The research objective to examine whether or not the use of canva application improve students’ writing skill at Muhammadiyah Boarding School Palopo.

D. Research Significance

The results of this research are expected to be useful both theoretically and practically, which would be described in the following section:

a. Theoretically

It is hoped that the research can be an important reference source in learning to write descriptive texts and provide additional insight into the use of canva application to improve students' writing skill.

b. Practically

This research has the potential to help teachers find effective teaching media in teaching descriptive text writing, by using Canva application as a tool to improve students' writing skill. By using Canva in teaching, it is expected that students will be more engaged and motivated in the learning process of writing skill.

E. Research Scope

This research focused on the use of the Canva application in teaching descriptive text to improve students' writing skill in the tenth grade of Muhammadiyah Boarding School Palopo. The pretest, treatment, and post-test utilized descriptive text topics, namely people, animals, and food. The assessment was conducted by applying five aspects of writing: Vocabulary, Language Use, Organization, Mechanics, and Content.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Finding

The researcher found several studies related to teaching descriptive text writing as follows:

Andriyanti et al (2023) wrote an article "*Improving Students Writing Skills Through Canva Application At Smp Muhammadiyah Imogiri Yogyakarta*". The purpose of the research conducted at SMP Muhammadiyah Imogiri, Yogyakarta, was to improve the writing skills of students in class VII E by using Canva application to teach recount text writing. This study used an action research method involving two cycles. The study involved 25 students and used qualitative data collection techniques such as observation and interviews. The results showed that the use of Canva significantly improved students' writing ability. It made the learning process more interesting, which led to increased student participation and enjoyment in writing activities.⁷

Asalami, Sari and Winarsih (2024) wrote an article "*How Does Canva Application Effect Students' Writing Skills on Narrative Text for The Tenth Grade of SMAN 1 Kesamben*". The aim of the research conducted at SMAN 1 Kesamben was to evaluate the effectiveness of Canva application in improving students'

⁷ Andriyanti, F., Pratiwi, D., & Yunda, D. (2023). Improving Students Writing Skills Through Canva Application at SMP Muhammadiyah Imogiri Yogyakarta. *International Journal of Contemporary Studies in Education (IJ-CSE)*, 2(2), 119-126.

narrative writing ability in class X-A, involving a total of 30 students. This study used a pre-experimental design with a One Group Pretest-Posttest approach, which included three stages: pre-test, treatment using Canva, and post-test. The finding showed that the mean score increased from 69 in the pre-test to 82 in the post-test. The t-test analysis showed a significant difference (sig. (2-tailed) < 0.05) between the pre-test and post-test scores, indicating that Canva significantly improved students' writing ability. This study concludes that the use of Canva in English writing lessons is effective and recommends its use for a more enjoyable learning experience.⁸

Hasanah (2023) wrote a desertation entitled “*The Effectiveness of Canva Apllication Media to Improve Writing Skill of the Tenth Grade Students at SMKN 1 Jenangan*”. The purpose of the study conducted at SMKN 1 Jenangan was to examine the impact of Canva application on the writing skills of tenth grade students. This study used a quantitative approach with a quasi-experimental design, involving two groups: an experimental group (36 students) taught using Canva and a control group (36 students) taught without using Canva. Data were analyzed using Independent Sample t-test. The finding showed that the experimental group achieved a higher mean post-test score of 85.5 compared to 83 in the control group. The significance value (2-tailed) was 0.000, which is less than the threshold $\alpha = 0.05$. This result led to the rejection of the null hypothesis and the acceptance of the alternative hypothesis, indicating a significant positive effect of using Canva on

⁸ Nida'Asalami, F., Sari, H. P., & Winarsih, W. (2024). 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(2), 34-39.

students' writing skills. Thus, this study concludes that Canva is an effective tool for improving tenth grade students' writing skills.⁹

Qadariyah (2023) wrote a desertation entitled *"The Effectiveness of Using Canva Application to Teach Writing to The 11th Grade Students of SMAN 2 Kediri"*. This study aimed the effectiveness of Canva as a writing learning media for grade XI students at SMAN 2 Kediri, prompted by internship observations revealing low student engagement and reliance on PowerPoint by teachers. To address this, Canva was introduced to enhance student participation in writing activities. Using a quantitative pre-experimental case study design, students in Class XI-2 were tasked with creating descriptive texts on Canva, assessed on content, organization, grammar, vocabulary, and creativity based on Heaton's rubric. The findings showed an average score of 88.16, with the highest in creativity (18) and lowest in grammar (17.25), indicating Canva's effectiveness in improving writing skills and student engagement.¹⁰

Ruswandi et al (2019) wrote a desertation entitled *"The effectiveness of Project-Based Learning by Using Canva Application on Students' Descriptive Writing Achievement"*. This study aimed the effectiveness of Project-Based Learning (PjBL) combined with Canva in enhancing the writing skills of tenth-grade students at SMA Karya Pembangunan Cicalengka, focusing on descriptive

⁹ Hasanah, L. U. (2023). *The Effectiveness of Canva Application Media to Improve Writing Skill of The Tenth Grade Students at SMKN 1 Jenangan* (Doctoral dissertation, IAIN PONOROGO).

¹⁰ Qadariyah, L. N. (2023). *The Effectiveness Of Using Canva Application To Teach Writing To The 11th Grade Students Of Sman 2 Kediri* (Doctoral Dissertation, Universitas Nusantara PGRI Kediri).

texts about historical and tourist places. Using a quantitative quasi-experimental design with a non-equivalent pre-test post-test control group, the study involved 66 students divided into experimental and control groups. Data were gathered through writing tests, analyzed using a t-test at a 0.05 significance level. The experimental group showed significant improvement, with average scores rising from 55.3 (pre-test) to 75.37 (post-test), and a t-value (2.924) exceeding the t-table value (1.669). The findings confirmed that PjBL using Canva effectively enhanced students' writing skills.¹¹

Febriansyah et al (2023) wrote an article entitled " *Improving Students' Writing Ability Through Canva Application at Seventh Grade Students of SMP Muhammadiyah 2 Bandar Lampung in 2022/2023*". This study aimed to improve the writing skills and learning activities of seventh grade students at SMP Muhammadiyah 2 Bandar Lampung using Canva application. The method used was Classroom Action Research (PTK) with quantitative and qualitative data; quantitative data were analyzed using statistical averages, while qualitative data were analyzed descriptively. The finding showed an increase in learning activities from an average score of 6.99 in Cycle 1 to 7.33 in Cycle 2, as well as an increase in writing test scores from an average of 61.83 to 76.83. This shows that Canva is effective in improving students' writing skills and learning activities.¹²

¹¹ Ruswandi, R., Gumelar, W. S., Ermaya, A. S., & Ginanjar, G. The effectiveness of project-based learning by using Canva application on students' descriptive writing achievement. *EduLite: Journal of English Education, Literature and Culture*, 9(2), 1-20.

¹² Febriansyah, M. H., Kesuma, T. D., Akbar, G. F., Damiri, A., & Wiratno, P. (2023). Improving Students' Writing Ability Through Canva Application at Seventh Grade Students of SMP Muhammadiyah 2 Bandar Lampung in 2022/2023. *Jurnal Pendidikan Tambusai*, 7(2), 17601-17609.

No	Previous research	Current research	Different method instrument
1.	Andriyanti et al	Sutriani S	The previous study used an action research method with an observation instrument to record students' activities during learning and an interview to understand students' perceptions of the use of Canva, while the current study used a pre-experimental method with a writing test instrument to measure students' writing skills before and after treatment.
2.	Asalami, Sari and Sutriani S Winarsih	Sutriani S	The previous study used an action research method with an observation instrument to record students' activities during learning and an interview to understand students' perceptions of the use of Canva, while the current study used a pre-experimental method with a writing test instrument to measure students' writing skills before and after treatment.
3.	Hasanah	Sutriani S	The previous study used a quasi-experimental design with Independent Sample t-test as the data analysis instrument. Whereas the current study also used a pre-experimental method with writing test instrument to measure students' writing ability before and after treatment.
4.	Qadariyah	Sutriani S	Previous research used a quantitative pre-experimental case study design with an assessment instrument in the form of Heaton's rubric which includes aspects of content, organisation, grammar, vocabulary, and creativity to assess students' writing skills. The current study also uses the

5.	Ruswandi et al	Sutriani S	<p>pre-experimental method with a writing test instrument to measure the development of students' writing skills using Canva application.</p> <p>Previous research used a quasi-experimental design with an unequal pre-test post-test control group, with a writing test instrument to measure the achievement of students' writing skills. This study used a pre-experimental method, with a writing test instrument to assess the improvement of students' writing skills.</p>
6.	Febriansyah et al	Sutriani S	<p>Previous research used the Classroom Action Research (PTK) method with quantitative and qualitative data, where quantitative data was analysed using statistical averages, while qualitative data was analysed descriptively. This study used the pre-experimental method with a writing test instrument to measure the improvement of students' writing skills using the Canva application.</p>

Comparison with Current Research The current study uses an experimental method with a pre-experimental design to measure the effectiveness of Canva in improving the writing skills of grade X students. This approach is in line with some previous studies that used a similar design. However, this study differs from studies that use the *action research* method, which involves continuous improvement cycles. Like previous studies, this study also shows that Canva is effective in improving students' writing skills. However, this study focused on systematic

testing through pre- and post-treatment measurements, providing more specific quantitative data on the changes that occurred. This study strengthens the results of previous research by providing additional evidence in the context of grade X students.

B. Literature review

1. Writing

a. Definition of writing

In the process of learning English, successful writing entails delivering a meaningful message while using suitable English language abilities. If the written statement is comprehensible, it implies successful communication by the writer. It gives pupils a way to take ownership of their ideas and is a strong tool for thinking. Composing a composition entails crafting a meaning for what we wish to convey through written words.¹³ It is a productive skill and a major learning tool. It is the process of inscribing characters on a medium with the intention of forming words and other larger language constructs. Most forms of writing are very durable, potentially lasting for centuries, while other forms of writing, like writing in the sand or on a blackboard, only last for a few hours or minutes. It a composition means we compose meaning of something what we want to tell through a written

¹³ Tiara Wulandari, "The Use Of Toy Story Movie As A Learning To Increase The Writing Skills Of The Second Student Of Smpn Satap Lumaring English Educational Study Program Tarbiyah And Teacher Training Faculty State Islamic Institute Of Palopo The Use Of Toy Story Movie As A Learning To Increase The Writing Skills Of The Second English Educational Study Program State Islamic Institute Of Palopo," 2021.

material¹⁴. Any device that can leave markings on any surface will be able to record, and the instrument or instruments utilized for recording, as well as the medium on which the recording is done, are nearly limitless. According to Langan, everyone can learn how to write with practice. It allows us to fully express our thoughts and emotions through written expression.

Moreover, writing is the act of producing written works such as books, stories, and articles. Additionally, writing is a language skill in English and should be the majority of a student's study activities. Students may express their thoughts, respond to others' ideas, tell tales, and convey information through writing assignments. They are also required to be able to create well-organized writing pieces. It is the art of putting thoughts, emotions, opinions, and other things into written form. Writing as research helps us learn about and concentrate on significant topics. Through this practice, one can learn how to solve challenging problems, become an expert at a subject even without reading it aloud, and express ideas that cannot be expressed through the use of language. Thus, "what to write and how to write it" are the two troublesome areas when writing. Therefore, it makes sense that language skills are defined as the capacity to manipulate conventional language usage standards, but extralinguistic system knowledge or world knowledge relates to the writer's knowledge of the subject matter to be written about.¹⁵

¹⁴ Noor Hanin Rahmat, Researchgate, Juni 2020, 5 Februari 2024 https://www.researchgate.net/publication/341988005_Knowledge_Transforming_In_Writing_An_Analysis_Of_Read-To-Write_Process

¹⁵ Kelembagaan Kelembagaan Bank Syariah and Graha Ilmu, "No Covariance Structure Analysis on Health-Related Indicators in the Elderly at Home Focusing on Subjective Health PerceptionTitle," no. september 2016 (n.d.). 1-6.

Writing requires a wide range of language skills, thus it's not a straightforward language ability to master. Linguistic proficiency as well as additional language proficiency are always required while writing anything. Linguistic proficiency as well as additional language proficiency are always required while writing anything. It is a reality that writing is not only a tool for expression but also a necessary component of proficiency in any area. This implies that writing is the process of using language to express oneself or to have something to say. One way to exhibit language proficiency is by writing, in addition to vocal communication.

b. Writing Aspects

To write better, one must take into account a number of writing-related factors. Nurhayati (2020) lists the following five elements of writing:¹⁶

1) Organization

The success of the introduction, the cogent flow of ideas, the conclusion, and the right amount of time are all considered aspects of organization.

2) Content

Statements, associated ideas, and concept growth through firsthand knowledge, examples, facts, and opinions are referred to as content.

¹⁶ Annisa Nurhayati, "The Implementation of Formative Assessment in EFL Writing: A Case Study at a Secondary School in Indonesia," *Pedagogy : Journal of English Language Teaching* 8, no. 2 (2020): 126, <https://doi.org/10.32332/pedagogy.v8i2.2263>.

3) Vocabulary

The variety of words that are acceptable for the content is referred to as vocabulary. In order to make their ideas understandable to the reader, the writer should choose appropriate vocabulary.

4) Language

Language is the use of grammatical and syntactic rules, or the appropriate division, assemblage, and organization of concepts in word phrases, clauses, and sentences to produce a cohesive paragraph.

5) Mechanics

The usage of graphic language conventions, such as capitalization, punctuation, sentence structure, and word order, is referred to as mechanics.

c. Teaching Writing

One of the language skills that students should be proficient in is writing. Even if direct communication accounts for the majority of modern communication processes, indirect communication should not be disregarded. Since writing is regarded as a form of communication, English teachers should understand that providing students with quality writing instruction is essential to helping them become better writers. Regarding teaching writing, Khasanah (2019) asserts that it is a crucial area of attention to enhance learning; this implies that teaching writing

is one of the key subjects that teachers must cover in order to help students improve their language proficiency.¹⁷

Students should also be very proficient writers. The rationale is that writing is a highly effective means of communication. It is important for us as English teachers to recognize that not every student can express themselves verbally. Some kids would rather express their thoughts in writing. Teaching writing differs from teaching speaking, despite the fact that both are productive and active skills. When speaking, students convey their ideas clearly and concisely; when writing, however, they require more time to organize their thoughts. Students can write an essay, a narrative, a descriptive text, a process text, or any other type of writing assignment that allows them to express their creativity more. In this situation, educators ought to inspire pupils to express their creativity through writing. Thus, it is anticipated that teaching writing will help students become more creative and proficient writers.

d. The importance of writing

The importance of writing skill is as follows:

- 1) Writing helps us to organize our ideas, we can arrange them into a coherent form.
- 2) Writing down ideas allows us to distance ourselves when we write the topic.
- 3) Writing is a tool of discovery; we stimulate our thought process by an act of writing into information and image that have our unconscious mind.

¹⁷ Anis Uswatun Khasanah, "Teaching Method in Writing Descriptive Text at The Seventh Grade Students Of Smp Negeri 3 Klaten Academic Year 2016 / 2017," *Journal Edulingua* 6, no. 1 (2019): 10.

- 4) Writing can generate new ideas by helping us to make connections and relationship.¹⁸

2. Teaching Descriptive text

a. Definition of descriptive text

Descriptive writing was a description of an object that includes supporting elements to help the reader see it clearly. Descriptive text describes the way things, people, or places are. In descriptive texts, students can utilize imagination and percept-kiva sense to let the reader hear, taste, smell, see, and feel while they present a nice word about the subject. Descriptive text differs significantly from other types of text that describe something.¹⁹ Descriptive text is a sort of English text that contains a detailed description of the qualities of an object or objects. The goal of descriptive language is to describe an object, whether it is an inanimate object, a location, a person, or another living creature. According to Sambodja using known information was an easy technique to write descriptive writing. Looking at this phenomena, it is possible that writing classes in schools are necessary.²⁰ One of these writing skills is descriptive writing. This descriptive text talent intends to help pupils overcome their thoughts, opinions, and experiences in creative literary writing. Because of the increasing writing activities, writing skills must be strengthened.

¹⁸ Suriani Banna, teaching simple past tense At the Tenth Year Students of PMDS Through Writing Personal Experince, (Unpublished Thesis S1: STAIN Palopo: 2011, p. 26-27

¹⁹ Lailatul Husna, "An Analysis Of Students' Writing Skill In Descriptive Text At Grade X1 Ipa 1 Of Man 2 Padang," *Jurnal Ilmiah Pendidikan Scholastic* 1, no. 1 (2017): 16–28, <https://doi.org/10.36057/jips.v1i1.281>.

²⁰ Sambodja. (2020). Using known information as an easy technique to write descriptive writing. *Journal of Language Education*, 3(2), 45-50.

b. Purpose of descriptive text

As social beings, we want to share our experiences, so we write to others about vacations, childhood homes, people we meet, and other topics. We even use descriptions to influence others to think or act in specific ways. Advertisers describe products to encourage us to buy in the following terms: Travel agents highlight the destinations we'll visit, while real estate agents describe properties to pique our interest. As the examples in the chart illustrate, descriptions enable us to entertain, express feelings, share experiences, and inform.

Table 2.1**Purpose of descriptive**

Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feelings	A description of your favourite outdoor retreat so your reader understands why so enjoy it so much
To relate	Experience a description of your childhood home to convey a sense of the poverty you grew up in
	A description of a newborn calf
To inform (to create a fresh appreciation for the familiar)	
To inform (for a reader unfamiliar with the subject)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade women)	A description of a degrading music video

Although it can serve a multitude of goals, description is typically pricey, thus it is frequently used to help writers share their perfection. As human beings. We want to connect with other individuals by sharing our experiences with them.

c. Component of Descriptive text

Component materials in descriptive text usually include important parts that help build a clear and detailed description. Here are some of the main components that are often found in descriptive texts:²¹

1. Identification of the Subject:

This section is usually at the beginning of the text, where the writer mentions who or what will be described. For example, a description of a person, place, or thing. Example: “Siti Masturoh is a kind and helpful person.”

2. Physical Description:

Mentions the physical features or outward appearance of the subject. This can include height, hair color, eye color, face shape, and more. Example: “She has long black hair, brown eyes, and a tall, slim figure.”

3. Characteristics or Qualities:

This section describes the traits or characteristics of the subject. It can be personality, habits, or other more abstract things. Example: “She is very friendly and always willing to help her friends.”

4. Setting or Background:

If the description concerns a place, this component provides a description of the location or circumstances surrounding the subject. Example: “The school she works at is in a quiet neighborhood surrounded by tall trees.”

²¹ Durgin, Jodi. *How to Teach Descriptive Text Structure in 2024*. Teaching with Jodi Durgin and Company, 2024, [www.jodidurgin.com​;contentReference\[oaicite:1\]{index=1}](http://www.jodidurgin.com​;contentReference[oaicite:1]{index=1}).

5. Feelings or Perceptions:

Sometimes, in descriptive texts, writers also include how other people feel or perceive the subject being described. Example: “Many people admire her for her kindness and generosity.” The including paragraph signals the end of the text Example of descriptive text:

My friend

I have friend, her name is Sarah. Sarah is an extraordinary friend whom I am fortunate to have in my life. She has a radiant smile that lights up the room and a contagious laughter that brings joy to everyone around her.

Her wavy, golden-brown hair falls gracefully on her shoulders, framing her face perfectly. Sarah has a warm and comforting presence that instantly puts people at ease.

Sarah always cares about everyone. She is always there to lend a listening ear and offer support whenever needed. Her empathy and genuine concern for others make her a trusted confidante.

d. How to Teaching Descriptive text

To teach descriptive text writing skills using the Canva app, especially in the context of describing people, animals, and food, here is an approach that can be used by utilizing a laptop:²²

²² Andayani, S., & Susilawati, R. (2023). *Integrating technology in teaching descriptive writing: A case study using Canva*. Journal of Educational Technology, 15(2), 45-58. Retrieved from <https://www.educationaltechjournal.com>
Neliti

1. Introduce Descriptive Text Structure and Learning Objectives

Start by explaining the structure of descriptive text, namely: identification (introduction of the subject) and description (detailed description of the subject using sensory details such as appearance, smell, sound, and taste). Explain that the learning objective is for students to be able to write clear and structured descriptive texts about people, animals and food, utilizing Canva app to support the writing process.

2. Using Canva to Compose Descriptive Text

Creating a Description Template Use Canva templates to help students design their descriptive text. For example, they can choose a poster or slide template provided on Canva, and then fill the template with information related to the person, animal, or food they are describing.

Image Selection Students can use images or illustrations on Canva to describe the subject they are writing about. This will give them a visual image that can enrich their descriptions. For example, if they are describing “dogs”, they can select an image of a dog on Canva and add descriptive details underneath.

3. Using the Text Feature in Canva for Writing

Teach students how to use the text features in Canva to write descriptions. They can write a paragraph of description underneath the image, utilizing the text features to add a title and subtitle. This could

include physical information such as “coat color”, “size”, “shape”, as well as other traits or characteristics of the subject they are describing.

4. Interactive Activity

Writing Exercise: Students can be assigned to write descriptions of animals, people, or food using Canva. For example, they can choose a picture of their favorite food and write a description of how it tastes, how it looks, and how it is served. Group Collaboration Students can work in groups to create a descriptive poster about their favorite food or place using the Canva app. Each group member is responsible for describing one aspect (e.g., taste, texture, or appearance).

5. Feedback and Reflection

Once students have finished creating their work on Canva, conduct a sharing session where students can show their work and provide feedback on the use of sensory details and clarity of writing. Give constructive feedback on the structure of the text, such as whether the description is in-depth enough and well organized. Use the texts they have created to refine and improve their writing skills further.

6. Utilize Canva Features for Writing Skills Improvement

Canva can be used as a platform to assess students' writing skills.

By using different types of designs and graphic elements, students can hone their ability to organize text and present ideas creatively.

3. Paragraph development

a. Definition of paragraph

Paragraph development is the process of arranging sentences in a paragraph so that the main concept is obvious and understandable. It calls for the employment of strong topic sentences, supporting explanatory sentences, and supporting sentences that provide further information. Effective paragraph development guarantees that each sentence contributes to the core concept, resulting in a consistent and logical flow. (Oshima and Hogue, 2020).²³

Concrete examples, statistics, descriptions, stories, comparisons, and cause-and-effect are some of the different paragraph development approaches. For example, in an expository paragraph, the writer may utilize statistical facts to back up his or her thesis, yet in a narrative paragraph, the writer may include an anecdote or short story to engage the reader more. Each of these strategies contributes to enriching the paragraph, making it more informative and fascinating for the reader..²⁴

The capacity of the writer to preserve the paragraph's consistency and unity is also important for its successful development. Coherence is achieved by using

23 Oshima, A., & Hogue, A. (2020). *Writing Academic English*. Pearson.

24 Smalley, R. L., Ruetten, M. K., & Kozyrev, J. R. (2019). *Refining Composition Skills: Academic Writing and Grammar*. Cengage Learning.

proper transitions between phrases and ideas, whereas unity occurs when all sentences in a paragraph consistently support the main concept. Without coherence and unity, paragraphs can become fragmented and difficult for the reader to understand, lowering the effectiveness of conveying the intended message.²⁵

b. The basic structure of a paragraph

The basic structure of a paragraph consists of three main components: topic sentence, explanatory sentence, and concluding sentence.²⁶

- 1) Topic Sentence: The topic sentence is the major statement that draws the reader's attention to the paragraph's central point. This sentence is frequently included at the beginning of a paragraph and provides a summary of its content. The topic sentence's primary duty is to introduce the paragraph's subject and steer the development of the concept.
- 2) Explanatory sentences assist the topic sentence by offering more details, instances, or evidence. These sentences clarify and build on the ideas presented in the main sentence, allowing the reader to better understand the topics covered. Explanatory sentences frequently include statistical data, descriptions, or important facts to support the main point.
- 3) The concluding sentence concludes or summarises the ideas presented in the paragraph. It connects to the topic sentence and adds a strong sense of closure, ensuring that the paragraph finishes cleanly and coherently. A

²⁵ Boardman, C. A., & Frydenberg, J. (2018). *Writing to Communicate 2: Paragraphs and Essays*. Pearson Longman.

²⁶ Sumarsih, S., & Sanjaya, D. (2017). *Teknik Menulis Esai*. Gramedia Pustaka Utama

conclusion sentence can also function as a link to the next paragraph, so maintaining the writing's flow and consistency.

c. Paragraph Development Techniques

Paragraph development techniques are methods for expanding and deepening the main concept in a paragraph. Concrete examples, statistics, descriptions, stories, comparisons, and cause-and-effect are some of the most widely employed tactics.²⁷

- 1) Concrete examples serve to explain ideas by presenting real-world illustrations. These examples help the reader understand the principles offered by providing specific relevant circumstances or cases.
- 2) Description: Description techniques involve the use of sensory details to describe an object, place, or situation. By describing in detail, writers can help readers imagine and understand the topic at hand.
- 3) Statistics and facts provide compelling evidence to support the main point. Accurate and relevant statistics can help to strengthen the argument and persuade the reader that the statements presented are true.
- 4) Anecdotes are brief stories that relate to the primary concept and are frequently used to pique the reader's interest or provide a vivid example. Anecdotes make paragraphs more fascinating and can assist explain concepts in a more remembered manner.

²⁷ Zulkarnain, I. (2018). *Panduan Lengkap Menulis Esai dan Artikel*. PT Elex Media Komputindo.

- 5) Comparison and Contrast: This method compares two comparable things or emphasizes the differences between two distinct things. Comparisons and contrasts clarify ideas by highlighting major similarities or differences.
- 6) Cause and Effect: Using cause-and-effect relationships can help readers grasp the influence or outcome of a concept or event. This strategy is frequently used to describe how one occurrence influences or causes another.

d. Kinds of paragraph

here is an example of a paragraph that describes a person:²⁸

- 1) Description Paragraph: Describe People Maya stands out from the crowd due to her stunning height and the welcoming grin she always wears. Her long, wavy hair gracefully falls to her shoulders, creating a charming density. Her lovely brown eyes reflect great wisdom and kindness. Her keen eyes frequently show a strong curiosity in the world around her. In addition, Maya is known for her warm and compassionate approach toward people. She is always willing to help or support anyone in need, without asking anything in return. Her giving and loving demeanor earns her respect and affection from all around her.
- 2) Expository Paragraph: Climate change is an increasingly pressing global issue that must be addressed. According to data issued by the United

²⁸ Santoso, B. (2020). Pengaruh E-Learning terhadap Prestasi Belajar Siswa . Universitas Indonesia.

Nations Climate Change, the global average temperature has risen by more than 1 degree Celsius during the last century. These changes have had a significant impact on weather patterns, increasing the frequency and severity of extreme weather events including floods, droughts, and tropical storms. Rising temperatures have also resulted in the melting of polar ice caps, raising sea levels and threatening the existence of tens of thousands of marine species. It is important that the international community take immediate action to limit the rate of climate change and protect our planet for future generations.

- 3) Argumentative Paragraph: Education is the most beneficial investment a country can make. A country may build a more educated, knowledgeable, and competitive society by expanding educational access and quality. According to a World Bank analysis, every additional year of schooling for the average inhabitant of a country can raise GDP per capita by 1%. Furthermore, great education improves a variety of social welfare indices, such as lower poverty rates, better health, and increased political engagement. As a result, the government should increase funding for education in order to ensure that all citizens have equitable access to high-quality educational opportunities.
- 4) In the thick darkness of the night, only the pale moonlight illuminated the tiny lanes of the ancient town. Despite the silence, there were hasty footfall along the cobblestoned roadway. A person jogged forward, his breath trapped in his throat, occasionally gazing behind as if pursued by

an imaginary shadow. With each stride, the stress increased. Suddenly, a pack of street cats darted in front of him, causing him to slip and collapse. When he stood up, there was an old bearded man in front of him, smiling worriedly. "You're a thief, aren't you?" he said in a scary tone. Caught red-handed, the man could only remain silent in unspoken terror.

e. Common Errors in Paragraph Development

In paragraph development, some common mistakes should be avoided to keep paragraphs effective and informative. These errors include:²⁹

- 1) Lack of Focus: This issue happens when a paragraph loses its focus or clear theme. This can make it difficult for the reader to understand the purpose of the paragraph.
- 2) Repetition of ideas occurs when a writer employs the same or comparable sentences multiple times in a paragraph. This type of repetition might diminish brightness and tire the reader.
- 3) Repetition of ideas occurs when a writer uses the same or similar lines many times inside a paragraph. This form of repetition may reduce brightness and tire the reader.
- 4) Poor Transitions: Poor transitions between sentences in a paragraph can disrupt the flow of the writing and make it difficult for the reader to follow the author's ideas.

f. The way for Effective Paragraph Development

²⁹ Smith, J., & Johnson, A. (2022). Writing Skills: A Comprehensive Guide. Publisher.

- 1) **Choose a Strong Topic Sentence:** A strong topic sentence will assist the reader understand the paragraph's purpose and provide clear guidance. Choosing a powerful topic sentence helps set the focus of the paragraph and provide clear direction to the reader.
- 2) **Using Relevant Evidence:** Providing relevant evidence can boost the reader's confidence in the argument provided. This can include direct quotes, statistical data, or specific instances that back up the claims expressed.
- 3) **Maintaining Coherence and Unity:** A good paragraph should have a clear and consistent flow. To do this, the sentences in the paragraph must be cohesive and each sentence must adequately support the main concept.
- 4) **Use Transitions Between Sentences:** Smooth transitions between sentences in a paragraph can help to strengthen the connection between the concepts provided. The proper use of transitions will help the reader follow the writer's train of thought.

4. Canva

a. Definition of canva

McKenzies was the head of public relations and communications at Canva. She stated that Canva was an internet design and publishing platform that makes graphic design easy for everyone.³⁰ Furthermore, Neltner in Manowong stated that Canva was an online graphic design application that can be used to make everything

³⁰ Geetesh Baajaj, —Canva's Infographic Templates: Conversation with Liz Mckenzie". Indezine. An Article. Available on: <https://bitly.co/6Qhq>, Retrieved 10th December, 2020.

from a blog, Facebook headers, posters, and flyers.³¹ It is simple to use for developing writing forms, and many teachers use it. Canva can boost pupils' creativity and potency while also motivating them to write. Canva was focused on graphic design, but it now offers education elements that are excellent for teaching and learning in the classroom. Furthermore, when Covid-19 spreads around the world, it has an impact on people's lifestyles, economies, and education. All school activities must continue to be conducted online; Canva can be a useful tool for instructors as a teaching-learning media.

Canva allows students to make documents, posters, presentations, infographics, Instagram posts, Facebook posts, and videos. It has a drag-and-drop interface and offers access to over a million images, graphics, and fonts. It is utilized by both non-designers and experts. The tools are suitable for both web and print media design and graphics.³²

Additionally, Seeley and the chief evangelist of Canva, Kawasaki, discuss that Canva was an online tool that allows users to choose from scratch, for use in a presentation, posters, infographics, social media, business cards, and more.³³ Infographics could attract students to learning materials designed by teachers; they

³¹ 8 Supaporn Manowong, —Incorporating Online Tools to promote English Reading for EFL Learners: An Action Research Study”, Pasaa Paritat Journal. Volume 32 (2017). Available on: <https://bityl.co/6Qhr>, Retrieved on 12th January, 2021, p. 105

³² Canva, Definition of Canva. An Article. Available on: <https://bityl.co/6Qho>, Retrieved on 7th April, 2020

³³ Johnson, L. (2017). *Cultivating communication in the classroom: future-ready skills for secondary students*. Corwin Press.

will consider English a pleasant and interesting subject. Engaging teaching-learning media itself is necessary.

People get used to using a phone and the internet. They usually create a lengthy caption to share their story or experience on a picture as an Instagram post, creating education articles, news, entertainment news. Moreover, with Canva, students would create their original work, such as PowerPoint, document, lesson plan, report, narration, description with the pictures in it. The teacher can also create fascinating, useful, and educational resources. It may be concluded that Canva is an online application with an emphasis on visual design and as a teaching writing medium. This remark is confirmed by Nabela's thesis, which states that students are equipped to develop their writing ideas using Canva, and that the students found the writing process easier. It became easier to express their ideas through Canva while also making it easy for readers to understand the messaging.³⁴ Canva allows teachers to design their materials more presentative with visual and demonstrating new learning concepts according to an aspect of learning objectives. Canva can develop students' enthusiasm to create their writing and encourage them to comprehend and obtain information quickly.

³⁴ Anesa Nabela, —Using Canva Application in Teaching Writing to Improve Students' Writing Skill of Englishl, Academia Edu, A Journal, Available on: <https://bityl.co/6dZt>, Retrieved on May 1st, 2021, p. 7

b. Kinds of features

Canva is an online graphic design platform that offers various features to help users create different types of visual content. The following are some of the main features offered by Canva:

1) Design Templates

Canva provides thousands of ready-made templates for different types of content such as posters, presentations, social media, logos, invitations, and more. These templates can be customized as per the user's requirements.

2) Image and Element Library

Canva has a large collection of images, icons, illustrations, and other graphic elements that can be used to enrich designs. Many of these elements are free, but some are paid.

3) Text and Fonts

Users can add text with a wide selection of fonts. Canva also offers various text styles and effects, such as shadows, borders, and text transformations.

4) Photo Editor

Canva provides photo editing tools that allow users to crop, resize, adjust colors, and add filters to their images.

5) Real-time Collaboration

This feature allows teams to work together on the same project simultaneously. Users can share designs with team members, provide comments, and make changes in real-time.

6) Color and Palette Settings

Canva provides tools to select colors and create color palettes that are consistent with a particular brand or project. Users can also use the eyedropper tool to grab colors directly from images.

7) Animations and Videos:

Canva has features for creating simple animations and editing videos. Users can add transitions, animation effects, and audio to their designs.

8) Downloading and Sharing

Designs created on Canva can be downloaded in various formats such as PNG, JPEG, PDF, MP4, and GIF. Users can also directly share their designs to social media platforms or via email.

9) App Integration

Canva integrates with various third-party apps such as Google Drive, Dropbox, Instagram, and more, making it easy for users to import and export content.

10) Branding Tools

Canva provides branding features for businesses, including brand kit settings that allow users to keep logos, color palettes, and fonts consistent with their brand identity.

11) Stickers and Special Effects

Canva has a variety of stickers, special effects, and decorative elements that can be added to designs to make them more attractive and dynamic.

12) Grids and Frames

The grid and frame tools allow users to easily organize photos and other elements in a neat and balanced layout.

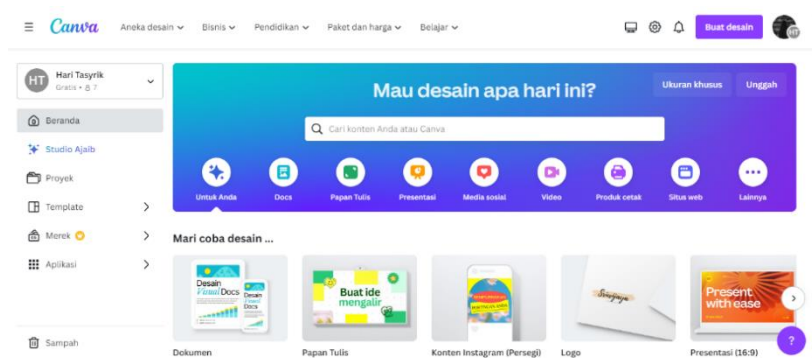
13) Design Printing

Canva offers printing services for different types of products such as business cards, posters, and invitations, which can be ordered and delivered directly to the user's door.

c. How to use Canva

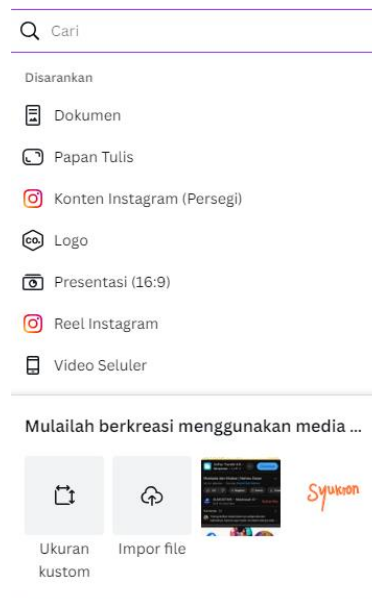
- 1) Go to search a web <https://www.canva.com/login>

Figure 2.1 Canva Homepage



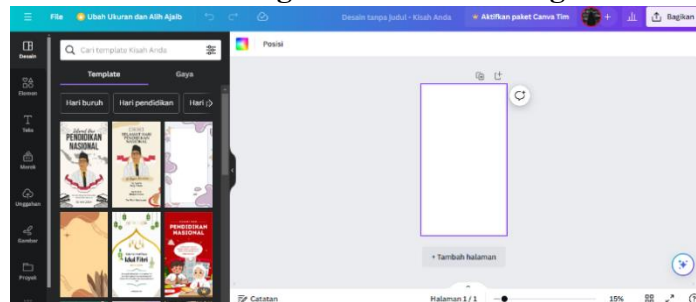
- 2) After sign up, you can choose which aspect do you like to create or what type that you will design

Figure 2.2 Canva Menu



- 2) After choosing the template, you can start to design everything. It depends on your interest.

Figure 2.3 Canva Design



- 4) After designing the template, you can publish to social media, or save to your draft.

There are functions of Canva : To make a feed for photos on social media, such as Facebook cover, size photo of Instagram, Twitter, or Youtube Thumbnail and other social media.

- a) To make a template a document, such as summaries, certificate, the cover of a magazine
- b) To make a template's content of Blog and Ebook
- c) For promoting a product such as a logo, brochure, pamphlet, poster and banner
- d) For making the announcement, powerpoint.
- e) For teaching-learning media.

The students usually love to use their phone to communicate with other people through social media, such as WhatsApp, Instagram and Facebook. Therefore, since the teacher in MBS Palopo does not allow the students to explore technology that has a beneficial effect on education, the writer wants to assist the students in creating several things that involve students' motivation in learning English. Canva may improve students' skill, especially in writing, for example, digital posters that positively influence learning activities. It is intended to attract students' attention

because there are so many choices of posters with contemporary models and colours made in an attractive form that could make the students understand the vocabulary and assist the teacher in delivering the material.³⁵

f) Teaching Steps of Writing Descriptive text Using Canva

- 1) The teacher asks the students to open the Canva application (before the teacher start to teach, the teacher should make a group to present the learning material)
- 2) The teacher should introduce the students to the demonstration, how it relates to the instructional program through Canva. Ask the students to discuss the purpose with the teacher.
- 3) Show the students some finished products as guidance, to assist the students in understanding the goal of the demonstration itself.
- 4) Show and describe the equipment/ material required in producing items. Make sure to choose the safety material.
- 5) Give the demonstration, the students should pay attention to the presenter/teacher. Instruct them to identify the steps and note the important point. Make sure the students know about generic structures, language features so they can make a sentence that expresses the steps because they will deliver the demonstration into the written text.

³⁵ Muhamad Sofian Hadi, et al, Teaching Writing Through Canva Application to Enhance Students' Writing Performance, JOLLT Journal of Languages and Language Teaching, April 2021. Vol. 9, No, 2, Availabe on <https://bityl.co/6c8m>, Retrieved on 30th April 2021.

- 6) The students begin to create the procedure text based on demonstration in Canva that have given by the presenter or teacher. Students are allowed to ask about topic to ensure their understanding.³⁶
- 7) After completing the assignment, they should submit the task by mentioning teacher's Email.³⁷

g) Advantages of Using Canva to Teaching Writing

The descriptions below would explained the advantages of using Canva in teaching writing. Maine and Yundayani et al. have explained in their article concerning several advantages of Canva as follows:

- 1) The students will produce their writing, presentations and projects conveniently become more fascinating through Canva.
- 2) Canva could assist the educators or teachers who want to switch their class virtually but still interactive, immersive also creative class.
- 3) As a teaching media, it helps the teachers encourage students creativity, enhancing collaboration and streamlining work.
- 4) As a tool for teaching, it is also great at encouraging creativity, enhancing collaboration and streamlining work.³⁸
- 5) The reader is excited to read . The students are confident and motivated while creating their writing to become representative

³⁶ Firda Amalia, A Thesis, The Effect of Demonstration Technique on Students' Writing of Porcedure Text (A Quasi-experimental Study at the Eighth Grade of SMP Al Fath Cirendeu in the Academic Year 2016/2017), Available ond

³⁷ Ibid

³⁸ Bridget de Maine, Canva for Education Beta: How to get started as a NSW teacher, Canva, An article, Available on: <https://bitly.co/6Qi1>, Retrieved on 16th April 2021.

- 6) The images provided by Canva can be helping the students to develop their ideas.³⁹

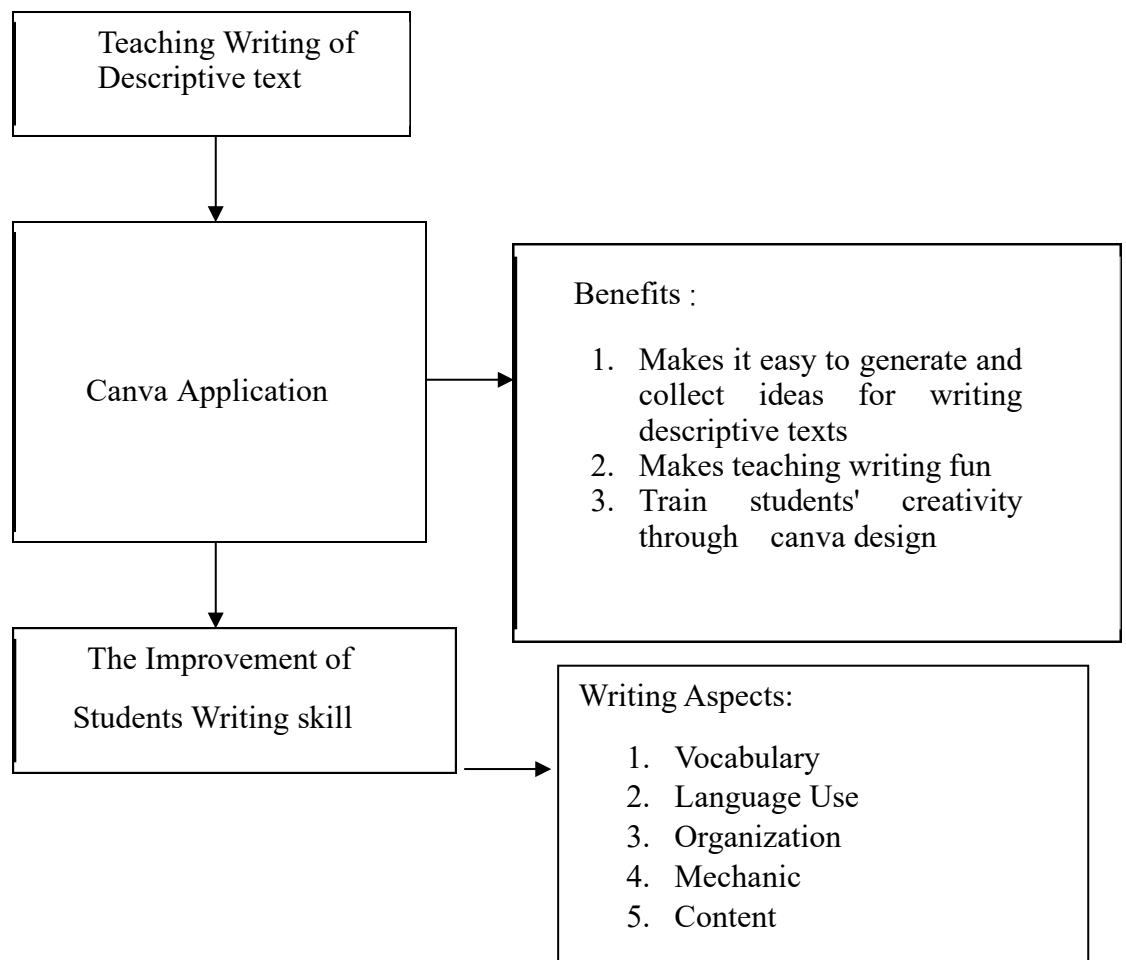
From those advantages above, it explained that Canva could assist the students to produce writing as a fascinating form, impacting the reader interest. Students' ideas are gradually increased while creating the text. Canva also simplified the teacher to design the material more representative To overcome

Those advantages, here are some solutions related to the problems above. Before the student submits their writing form, the teacher will correct students' grammatical pattern, giving feedback regarding students' work. This is very important if they want to publish to the online platforms that the audience will read. Students will do the assignment manually since Canva is challenging to let the students do the assignments as in the previous teaching through the textbook. The internet will use school WiFi that has provided by the school.

C. Conceptual framework

Because, the researcher wants to try use canva application in learning of descriptive text in the classroom. It's focus on improving the writing skill with using the canva application

³⁹ Audi Yundayani, et, al, —Investigating The Effect of Canva on Students Writing Skillsl, Journal of English Education, Volume 7, Issue 2, June 2019. Available on: <https://bityl.co/6Qi2>, Retrieved on 4th March 2021, p. 5.

Figure 2.4**Conceptual framework****D. Hypothesis**

Based on the literature review, relevant studies, and the conceptual framework above, this research can be formulated as follows:

H^o : Canva application does not improve students' writing skill

H₁ : Canva application improves students' writing skill

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was a quantitative study that examines the use of Canva to teach descriptive text writing skills. The researcher used a pre-experimental design to assess how effective Canva was in improving students' descriptive writing skills. Based on Campbell and Stanley, the pre-experimental research design did not involve comparisons between several groups, because this design did not compare differences in improvement between two or more groups.⁴⁰

Sugiyono also explained that the use of pre-test and post-test in the same group was known as a one-group pre-test post-test design.⁴¹ The purpose of this study is to see if there is a significant improvement in students' writing scores after using Canva. The effectiveness of Canva was assessed by comparing the pre-test and post-test results on the same group. If students' scores on the post-test are higher than on the pre-test, then Canva is proven to be effective in teaching descriptive writing skills. This One-Group Pretest-Posttest Design consists of one predetermined group. Group that has been determined. In this design a test is carried out twice, namely before being given treatment called pretest and after being given treatment called

⁴⁰ Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Rand McNally College Publishing Company.

⁴¹ Sugiyono, *Metode Penelitian Kualitatif dan R&D*, (Bandung: Alfabeta, 2009), p. 64

posttest. method Pretest-Posttest Design method according to Sugiyono the research design would been presented in the following table:⁴²

Tabel 3. 1
Pre-experimental Design⁴³

GROUP	Pre-test	Treatment	Post-test
Experimental	O1	X	O2

Where :

O1 = The pre-test results

X = Treatment canva application

O2= The post-test results

B. Time and Location

The research was conducted from August to September at Muhammadiyah Boarding School Palopo.

⁴² Sugiyono, Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R & D), (Bandung: Alfabeta, 2017), 109-110.

⁴³ Sugiyono. (2017). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Edisi ke-111). Alfabeta.

C. Research Variable

1. Dependent variable

Writing is the process of putting thoughts, ideas, and facts into written form and expressing them to others.

2. Independent variable

Canva application is an ideal graphic design app for classroom learning due to its ease of use, collaboration, and the possibility to create interactive visual content.

D. Population and Sample

1. Population

The total of population consisted of 15 students.

2. Sample

The researcher took the total the tenth grade. The population consisted of 15 students. The sampling technique was total sampling. The students in the class were categorized as basic.

E. Research Instrument

In this case, this study used a writing test to determine and measure students' writing skills through a pre-test. The pre-test was given before treatment with the aim of knowing the significance of students' writing skills before and after treatment. The post-test was given after the treatment. In this study, the pre-test and post-test used the same questions with a total of 18 questions, which consisted of pictures that had to be described and wh-questions. This study provided students with a descriptive text with the theme “describing people, animals, and food.” The questions included:

1. Wh-questions: Students would be given wh-questions that must be answered with related descriptions, involving physical appearance, people animals, or food.
2. Animal physical appearance vocabulary questions: Students are asked to describe the physical characteristics of the animal shown in the picture, using appropriate vocabulary.
3. Description text: Students will be asked to compose a description text based on the given picture, focusing on composing the text in an organized and precise manner according to the writing rules.
4. Activity picture: Students are presented with a picture that shows an activity. They have to describe the activity in detail using appropriate language.
5. Problems to complete punctuation, correct spelling, capitalization, and grammar: Students are given a text that contains errors in punctuation, spelling, capitalization, and grammar. They must identify and correct these errors.
6. The students spent one hour the answer.

F. Procedure of collecting data

1. Administering the pre-test

In this research, the researcher gave an initial test in grade ten of Muhammadiyah Boarding School to measure students' writing skills before they started using Canva application in learning. this test was in the form of descriptive writing asking students to describe the pictures provided. the pictures

provided were three namely people, animals and food. Students were allowed to choose the picture they want to describe. The test is designed to evaluate students' basic ability in composing texts covering five aspects, namely vocabulary, language use, organization, mechanics, and content. The test also measures their ability to convey ideas clearly and use appropriate writing structures.”. Through identifying the students' initial skill writing, researcher can assess the effectiveness of using Canva as a tool in teaching writing and measure the changes after the application. The data from this initial test will provide a solid foundation for the subsequent analysis of Canva's impact on the development of students' writing skill.

2. Treatments

a. Opening activity

Researcher prepared the class by saying greetings, praying together and checking the attendance of students. after that the researcher gave instructions regarding attention grab.

b. Whilst activity

Before giving the material, the researcher prepared the class by saying greetings, praying together, introducing himself and checking the attendance of students. Then the researcher gives a lighter question to students about “who is your memorable person?”. After that the researcher discusses the activities that would be carried out in class. the next step was that the researcher taught students how to use canva. Researcher shared learning materials via links.

researchers taught descriptive text in aspects ranging from vocabulary, language use, organization, mechanics and content using canva. The researcher provided descriptive examples using photos of people, animals and food after providing examples the researcher provided worksheets containing questions related to descriptive text. All worksheets distributed can be controlled through the researcher's laptop. After students sent their work to the researcher a notification appeared from the canva application that the student had completed the task. Finally the researcher checked the student's work carefully.

c. Closing activity

The researcher asked the students to summarize the results of the lesson, then provided feedback, and concluded the class by giving a message to the students.

d. The topic for each meeting

1. Describing people
2. Describing animal
3. Describing food

3. Administering the post-test

In this study, the researcher managed a post-test to tenth grade students at Muhammadiyah Boarding School to evaluate their writing skill. After using Canva application in learning, this post-test consists of various types of questions designed to measure students skill to compose descriptive text with proper structure after intervention with Canva.

These types of questions aim to evaluate students' skills in various aspects of descriptive writing, from vocabulary acquisition to grammar skills and writing mechanics. By comparing the results of this post-test with the initial test, the researcher can measure the effectiveness of Canva as a tool for teaching writing and evaluate the improvement of students' writing ability. The data from this post-test is a very important basis for analyzing the impact of Canva on the development of students' writing skill.”

G. Data Analysis Technique

In the assessment of writing tests, J.B. Heaton identifies several key aspects that must be considered to obtain a comprehensive picture of writing skills, as follows.⁴⁴

1. Scoring the students’ writing aspect
 - a. Content

Tabel 3.1 Students’ Content Scoring Criteria

Score	Criteria
5	Very good to Excellent; the topic is clear and complete, and the details are related to the topic.
4	Good; the topic is clear and complete, but the details are almost related to the topic
3	Fairly: The topic is clear and complete, but some details are only fairly related to the topic.
2	Poor; the topic is clear and complete, but the details are not related to the topic
1	Very poor; the topic is not clear and complete, and the details are not related to the topic

⁴⁴ J.B.Heaton, *Ok-Writing-English-Language-Tests-j-b-Heaton.Pdf*, Ed. Jeremy Harmer and Roy Kingsbury, New Edition(Unlited State of America, 1975)

b. Organization

Tabel 3.2 Students' Organization Scoring Criteria

Score	Criteria
5	Very good; material are complete, and steps are clearly stated with proper connectives.
4	Good; material are almost complete, and steps are stated with almost proper connectives
3	Fairly, The material is quite complete, and the steps are explained quite clearly, although there are some shortcomings in the use of conjunctions.
2	Poor; materials are not complete, and steps are not clearly stated with few misuses of connectives
1	Very poor; materials are not complete, and steps are not stated clearly

c. Vocabulary

Tabel 3.3 Students' Vocabulary Scoring Criteria

Score	Criteria
5	Very good; effective choice of words and words form
4	Good; few misuses of vocabularies and words form, but not change the meaning
3	Fairly good; some misuse of vocabulary and word forms, but meaning is generally clear
2	Poor; limited range confusing words and word form
1	Very poor; very poor knowledge of words, words form, and not understandable

d. Language use

Tabel 3.4 Students' Language Use Scoring Criteria

Score	Criteria
5	Very good; effective complex construction.
4	Good; effective but simple construction
3	fairly; effective but simple construction
2	Poor; major problems in simple/complex construction
1	Very poor; virtually no mastery of sentence construction rules.

e. Mechanic

Tabel 3.5 Students' Content Scoring Criteria

Score	Criteria
5	Very good; it uses correct spelling, punctuation, and capitalization. Very poor; it is dominated by errors of spelling, punctuation, and capitalization
4	Good; it has occasional errors of spelling, punctuation, and capitalization
3	Fairly; several typographical, punctuation, capitalization, and paragraphing errors
2	Poor; it has frequent errors of spelling, punctuation, and capitalization
1	Very poor; Inconsistent Writing

1. Percentage the students score

This research aimed to provide a percentage analysis of student scores, an important descriptive statistical approach in academic evaluation. According to L.R. Gay in his book "Educational Research: Competencies for Analysis and Applications," this kind of analysis provides valuable insights in assessing student performance and the effectiveness of teaching methods.⁴⁵ In this research, will use the percentage formula as follows:

$$\text{Score} = \frac{\text{Students' score}}{\text{maximum score}} \times 100$$

2. Classify the students writing skill

The following was the classification for assessing students pretest and posttest the score becomes as follows scale:⁴⁶

⁴⁵ Gay. L.R. "Educational research. Columbus prentice-hall"(2006)

⁴⁶ J.B. Heaton, Ok Writing English Language-Test j-b-Heaton.pdf, ed. Jeremy harmer and Roy kingsbury, New Edition (United State America 1975)

Tabel 3.5 Students' Classificaton

	Score		Classification
1.	90-100	5	Very good
2.	70-89	4	Good
3.	50-69	3	Fairly
4.	30-49	2	Poor
5.	1-29	1	Very poor

3. Calculating the mean score of a students answer

The SPSS program calculated the presentage of students scores on the writing test, both pre-test and post test

4. Criteria of hyphothesis acceptability

This research focused on hypothesis testing in the context of analyzing the percentage of student scores. Hypothesis testing is an important step in research to determine whether or not there are significant differences in the data being analyzed. As explained by Anas Sudijono in his book *Introduction to Educational Statistics*, hypothesis testing helps in testing assumptions or claims about the population based on sample data. In this report, we will use the following formula to test the hypothesis:

If $t_o > t_t$ it means that null hypothesis is rejected

If $t_o \leq t_t$ it means that null hypothesis is accepted⁴⁷

⁴⁷ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo, 1995), p.289.

CHAPTER IV

FINDING AND DISCUSSION

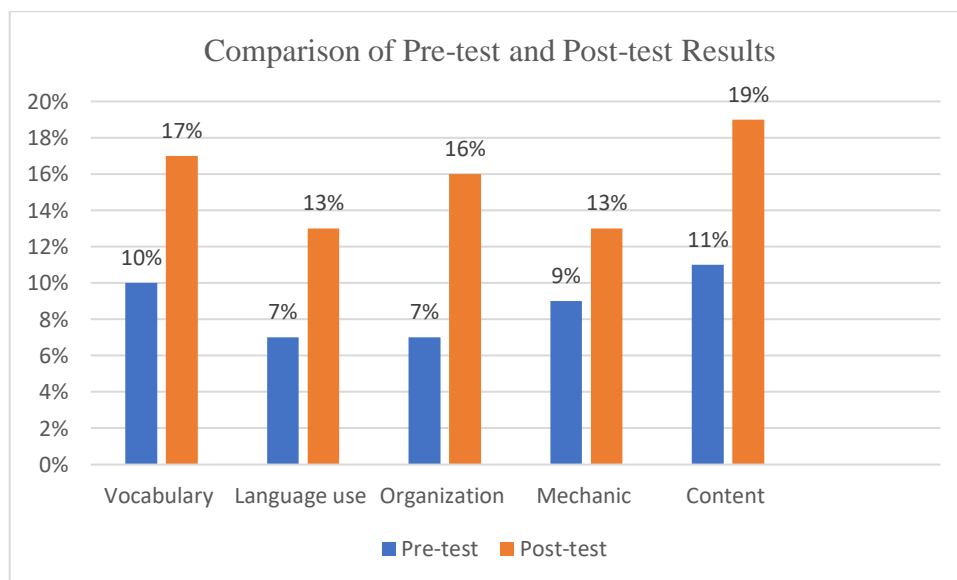
A. Findings

The statistical analysis and data tabulation would be presented in this chapter. The pre-test and post-test data, along with their average and standard deviation, were categorized as part of the study.

1. Analysis of students' scores of writing test

The entire students score at the pre-test writing stage, which encompasses five areas; content, organization, vocabulary, language use, and mechanic, will be presented by the researcher.

Chart 4.1 Students' Percentage Pretest and Posttest



Based on the graphs shown, each aspect of writing assessment experienced a significant increase from pre-test to post-test. In the vocabulary aspect, the pre-test results were around 10%, while the post-test increased to 17%, with a difference

of 7% increase. The language use aspect also showed improvement, where the pre-test score reached 6% and the post-test rose to 12%, resulting in an increase of 6%.

In addition, the Organization aspect experienced positive changes, with the pre-test score of 8% and the post-test reaching 15%, recording an increase of 7%. In the Mechanic aspect, the pre-test score was at 7%, and the post-test showed an increase to 12%, with a difference of 5%. The most significant improvement was seen in the Content aspect, where the pre-test score was around 10%, then jumped to 20% in the post-test, with an increase of 10%.

Overall, this graph illustrates the improvement in all aspects of writing assessment after the post-test. The Content aspect showed the largest improvement, while Mechanic experienced the smallest improvement. This data indicates that the intervention was successful in improving students' writing skills, especially in terms of vocabulary and content.

a) Vocabulary

Table 4.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	15	1	3	1.87	.743
Valid N (listwise)	15				

According to table 4.1, students in the vocabulary category can receive a maximum score of 3 and a minimum score of 1. It also revealed that the typical students pre-test vocabulary score was 1.87, with a standard deviation of .743.

In the table below. The vocabulary score was shown as a level of the score rate table.

Table 4.2 The rate percentage of Student's Vocabulary in the Pre-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fairly	3	3	20%
4	Poor	2	7	47%
5	Very Poor	1	5	33%
Total			15	100%

Table 4.2 showed that there were no students who scored Very Good and Good. Very Good and Good (0%). In the pre-test, 3 students (20%) scored fairly, while most students, 5 students (33%) scored Very Poor and 7 students (47%) in the pre-test.

b) Language use

Table 4.3 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Language use	15	1	2	1.27	.458
Valid N (listwise)	15				

Table 4.3 illustrated that students can obtain a minimum of 1 and a maximum of 2 for language use. Furthermore, the language use pre-test result showed that pupils' average scores were 1.27, with a .458 standard deviation.

Table 4.4 The rate percentage of Student's Language use in the Pre-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fairly	3	0	0%
4	Poor	2	4	27%
5	Very Poor	1	11	73%
Total			15	100%

Table 4.4 showed that there were no students who scored Very Good, Good and Fairly(0%). In the pre-test, 4 students (27%) scored Poor, 11 students (73%) scored Very Poor.

3) Organization

Table 4.5 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Organization	15	1	2	1.20	.414
Valid N (listwise)	15				

Table 4.5 showed the highest score 2, which was given to students who organized and the lowest score 1. The pre-test resulted in a mean students organization ability score of 1.20, with a standard variation of .414.

The orgazational score was displayed as a table of percentage rate scores. The following table illustrates this concept in the following way:

Table 4.6 The rate percentage of Student's Organization in the Pre-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fairly	3	0	0%
4	Poor	2	3	20%
5	Very Poor	1	12	80%
Total			15	100%

Table 4.6 showed that there were no students who get the highest score of Very Good, Good and Fairly (0%). 3 students (20%) scored Poor in the pre-test, while 12 students (80%) scored Very Poor on the pre-test.

4) Mechanic

Table 4.7 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mechanic	15	1	2	1.53	.516
Valid N (listwise)	15				

Table 4.7 students got a minimum of 1 and a maximum of 2 in mechanic, per Table pre-test results showed that students average scores, with standard deviation of .516, were 1.53.

The mechanic score was included in a list of rate percentage scores. View it in the following table.

Table 4.8 The rate percentage of Student's Mechanic in the Pre-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fairly	3	0	0%
4	Poor	2	8	53%
5	Very Poor	1	7	47%
Total			15	100%

Table 4.8 showed that there were no students who scored Very Good ,Good and Fairly (0%). In the pre-test, 8 students (53%) scored Poor and 7 students (47%) scored Very Poor.

5) Content

The researcher calculated pretest mean score for content aspect using SPSS 20 software. The results can be shown using the descriptive table statistics below:

Table 4.9 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content	15	1	3	1.93	.594
Valid N (listwise)	15				

The highest score for content aspect was 3 and the lowest score was 1. The mean score was 1.93 and standard deviation was .594.

A table of percentage rate score that correspond to the content score was displayed. The following table illustrates this concept:

Table 4.10 The rate percentage of Student's Content in the Pre-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fairly	3	2	13%
4	Poor	2	10	67%
5	Very Poor	1	3	20%
Total			20	100%

Table 4.10 shows that no students scored in the very Good or Good category (0%). Table, majority of students were able to write; in the pre-test, 10 students (67%) scored Poor, 3 students (20%) scored very poor, and the remaining 2 students (13%) scored fair.

b. Post-test

In this section, the researcher reported that the rate level of the understudies' writing skill score on the post-test was ascertained using SPSS 20. The result were shown in the following table:

As the following table, which is displayed as a frequency distrubution and percentage, shows.

1) Vocabulary

The average scores obtained by students on the vocabulary post-test. The scores were calculated by the researcher using SPSS 20. The results were shown with descriptive statistics in the table below:

Table 4.11 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	15	2	4	3.07	.704
Valid N (listwise)	15				

In the vocabulary section, students scored a minimum of 2 and a maximum of 4, as indicated in Table 4.11. the statistics showed that the students post-test vocabulary scores had a mean of 3.07 and a standard deviation of .704.

After that, the researcher received a grade depending on the number of students researcher helped. The grade table was used for displaying the findings. This was shown in the following table:

Table 4.12 The rate percentage of Student's Vocabulary in the Post-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	4	27%
3	Fairly	3	8	53%
4	Poor	2	3	20%
5	Very Poor	1	0	0%
Total			15	100%

The vocabulary students percentage scores were displayed in Table 4.12. in the post-test, 4 students (27%) scored Good, 8 students (53%) scored Fairly and 3 students (20%) scored Poor. There were not of the pupils who received a Very Good and Very Poor (0%).

2) Language use

Using SPSS 20, The researcher calculated the post-test average for language use among students to determine the scores. A summary of the information was given in the following table:

Table 4.13 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Language use	15	2	3	2.33	.488
Valid N (listwise)	15				

Students in the language use category had the highest total score of 3, with the lowest total scores of 2, as shown in Table 4.13. The results showed that students grammar post-test score varied from an average of 2.33 with a standard deviation of .488.

Students who had improved their language use with the canva application was then given a score, which was obtained by the researcher. To present this, a percent value table was used. The following table below:

Table 4.14 The rate percentage of Student's Language use in the Post-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	2	13%
3	Fairly	3	3	20%
4	Poor	2	7	47%
5	Very Poor	1	3	20%
Total			15	100%

The language use researcher percentage scores were displayed in Table 4.14. in the post-test, 2 students (13%) scored Good, 3 students (20%) scored Fairly, 7 students (47%) scored Poor and 3 students (20%) scored Very Poor.

3) Organization

Students received an average score on the post-test for organization. The researcher calculated using SPSS 20. The results were shown in the table below with descriptive statistics:

Table 4.15 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Organization	15	2	3	2.87	.352
Valid N (listwise)	15				

Table 4.15 showed that scores for the students organization category vary from 2 to 3. 3 there was the highest score. The statistics showed that the post-test mean for students organization was 2.87, with a standard deviation of .352.

The organization scores for the students who had got Canva application treatment were then determined by the researcher. It was shown as as percentage scores and table rates. The following table provided an example

Table 4.16 The rate percentage of Student's Organization in the Post-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fairly	3	13	87%
4	Poor	2	2	13%
5	Very Poor	1	0	0%
Total			15	100%

As shown in Table 4.16, organization researcher in persentage scores. There were no students classified as Very Good, Good, and Very Poor(0%). In the post-test, 13 Students (87%) scored fairly and 2 students (13%) scored Poor.

Mechanic

The researcher used SPSS 20 to calculate scores. Students taked the post-test on Mechanic. An overview of the information was given in the table below:

Table 4.17 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mechanic	15	2	3	2.33	.488
Valid N (listwise)	15				

Students in the mechanic category had the highest total scores of 3, with the lowest total score of 2, as shown in Table 4.17. The results showed that students grammar post-test score varied from an average of 2.33 with a standard deviation of .488.

Students who had improved their mechanic with the canva application was then given a scores, which was obtained by the researcher. To present this, a percent value table was used. The following table below:

Table 4.18 The rate percentage of Student's Mechanic in the Post-test

	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	0	0%
3	Fairly	3	5	33%
4	Poor	2	10	67%
5	Very Poor	1	0	0%
Total			15	100%

Table 4.18, showed the mechanic researcher score percentage. No students received a category of outstanding, Very Good, Good and Very Poor (0%). In the post-test, 5 students (33%) scored Fairly and 10 students (67%) scored Poor.

4) Content

The usual outcome of the students content post-test. The score was calculated by the researcher using SPSS 20. The results are shown with descriptive statistics in the table below:

Table 4.19 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content	15	2	4	3.33	.617
Valid N (listwise)	15				

According to Table 4.19, students in the content area might receive a maximum score of 4 and a minimum score of 2. Additionally, it revealed that the post-test average grade was 3.33 with a standard deviation of . 617 and that the post-test average grade for the content was 3.33.

After that, the researcher a score for every students receiving Canva application treatment. Table rate scores were used to display the findings. The table was described as follows:

Table 4.20 The rate percentage of Student's Content in the Post-test

No	Classification	Rating	Pre-test	
			Frequency	Percentage
1	Very Good	5	0	0%
2	Good	4	6	40%
3	Fairly	3	8	53%
4	Poor	2	1	7%
5	Very Poor	1	0	0%
Total			15	100%

The percentage score of content researcher was displayed in table 4.20. not a single student received a Very Good and Very Poor rating (0%). 6 students (40%) scored Good, 8 students (53%) scored Fairly and 1 students (7%) scored Poor in the post-test.

The average results for the pre-test and post-test categories of writing skill(content, organization, vocabulary, language use and mechanic) were listed below. The mean and standard deviation values obtained from both tests would be compared by the researcher. The following are the results of descriptive statistics shown in the table:

Table 4.21 The Mean Score And Standard Deviation In Pre-test (T1) and Post- test (T2)

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	15	24	48	31.20	6.270
Posttest	15	40	72	55.47	7.539
Valid N (listwise)	15				

The standard deviation of the pre-test was 6.270 and the standard deviation of the post-test was 7.539, as shown in Table 4.21 sample statistics. It also showed that the students mean score was 55.47 in the post-test and 31.20 in the pre-test. The mean score of the students in the post-test was higher than the mean score of the pre-test, as shown in the table above.

In this study, SPSS 20 analysis was used to determine whether the pre-test and post-test were substantially different from each other aswell as the feasibility of the research hypothesis. The results were displayed in a table of correlation statistics and matched samples. In addition, a paired sample tests is also available. Results the following tables display the results:

Table 4.22 The sample t-test of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	31.20	15	6.270	1.619
	Post-Test	55.47	15	7.539	1.947

As per the sample data presented in Table 4.22 for both the pre-test and post-test, the standard deviation for pre-test was 6,270 and for the post-test 7,539. Standard deviation for pre-test was 1,619 and for the post-test was 1,947.

Table 4.23 The Mean Score And Standard Deviation In Pre-test (T1) and Post-test (T2)

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	15	-,251	,366

Table 4.23 shows it suggests an esensial correlation between students writing skill before and after treatment- the correlation of students before and after treatment -,251.

Table 4.24 Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-24,267	10,951	2,828	-30,331	-18,202	-8,582	14	,000

Based on Table 4.24, the sample size is small, and the researcher noted the following: $t_0 = 8,582$ for count; $df = 14$ for degrees of freedom. The significance threshold was ,000 ($p < 0.05$). in this way, the hyphothesis(H1) is automatically determined. According to the research findings, the post-test has higher accuracy than the pre-test. As a result, it can be concluded that there was a significant difference in the amount of time students spend writing before and after using Canva application as a teaching media. Canva can improve students attention span when they wrote Descriptive text at the tenth grade Muhammadiyah Boarding School Palopo.

Table 4.25 T-test significant

No	Parameters	Score
1.	Total sample (n)	15
2.	Freedom of degree(df)	(n-1) =14
3.	Significance level (α)	0,05
4.	Test type	Two tailed
a)	Critical value t	-1,761
b)	Decision	Reject H0
c)	Interpretation	There is a statistfically significant difference in the test direction.

In this study, a total sample of 15 students was used with a degree of freedom (df) of 14, which was obtained from reducing the number of samples minus one. The level of significance set is 0.05, and the type of test performed is a two-tailed test. The critical value of t used is -1.761. Based on the calculation results, the decision taken is to reject the null hypothesis (H_0). The interpretation of this result shows that there is a statistically significant difference in the direction of the test conducted, indicating a meaningful change in the variable under study.

B. Discussion

The research findings revealed that many students were still lacking in writing skill. The researcher's observation in the tenth grade of Muhammadiyah Boarding School Palopo found that students were still afraid and hesitant to write and speak what they wanted in English. They could not express what they thought and what they wanted. In addition, the media used in learning seemed monotonous.

In this research, to find out and measure students' writing skill, a pre-test was used. This test was given before the treatment to determine the significance of students' writing skills before and after the treatment. The researchers conducted the treatment over 10 meetings with descriptive text material on sub-themes

(describing people, animals, and food). For the distribution of material, researchers taught descriptive text material gradually, focusing on five main aspects of writing skills: content, vocabulary, organization, language use, and mechanics.

During the first to tenth meetings, learning focuses on different aspects of descriptive text. In the first two meetings, students learn vocabulary, followed by a focus on content in the third and fourth meetings, text organization in the fifth and sixth meetings, language use in the seventh and eighth meetings, and mechanics aspects such as spelling and punctuation in the ninth and tenth meetings. After this series of meetings, the researcher conducted a post-test to assess students' writing ability after being given the treatment.

To improve students' ability to describe people, animals, and food, the researcher utilized Canva as a learning tool. The first meeting began with the introduction of the researcher, explanation of learning objectives, and introduction to how to use Canva. In the second meeting, the students were taught to describe friends, animals, and food using worksheets distributed through Canva. In the third meeting, students were given the task of making descriptions about their teachers, but many had difficulties. Feedback and guidance were given to improve their understanding.

In subsequent meetings, the researcher continued to use Canva to provide materials and worksheets, including descriptions of animals and daily activities with pictures provided. Although some students still had difficulties, their participation improved especially in the correct use of vocabulary and text structure.

With positive guidance and feedback from the researcher, students showed significant improvement in their descriptive writing skills.

After conducting treatment for 10 meetings, the researcher found that students' writing skills improved significantly by using the canva application. The results of data analysis showed that the average pre-test was 31.20 (Poor), the average post-test value was 55.47 (Fairly), and researcher obtained t-test data of -8.582. This is reinforced by student results which can be seen as follows.

During the teaching process, the researcher faced several obstacles that affected the effectiveness of the lesson. The first obstacle was the inadequate Wi-Fi network. As a researcher using the Canva app in the classroom, poor network quality is a major challenge. Often, unstable connections prevent quick access to digital learning materials, slowing down student interaction and activity. This has forced me to find alternative solutions to keep learning effective, even if it means sacrificing the quality of delivery.

Other obstacles faced by the researcher were inadequate facilities and the limited number of student samples. In this study, the researcher could only chose sample one class with a small number of students. This limited the variety of teaching methods and the results obtained. Despite using a pre-experimental method with a clear design, the limited number of students and facilities such as unavailable technological equipment hindered optimal implementation. However, this challenge has motivated me to continue looking for creative ways to teach in order to maximise the results achieved.

The limited number of students in the sample also affects the validity and generalisability of the research findings. By relying on only one class in the pre-experimental method, the scope for in-depth analysis of the data is limited. Although the results can still illustrate the effects of using Canva applications, the small sample means that I have to be more cautious in drawing conclusions. However, this situation has also given me the opportunity to focus on the quality of learning and a more in-depth interaction with each student in order to optimise the teaching process despite the limited conditions.

In addition to these obstacles, the post-test results showed that the scores achieved by the students were in the 'fairly' criteria. The researcher hopes that through this study, the use of the Canva application in learning to write can improve students' skills from the previous level of 'fair' to 'good'. By using more interactive and innovative learning methods and approaches, such as Canva, it is expected that the learning process will become more interesting and effective. This approach is expected to not only significantly improve learning outcomes, but also provide a more enjoyable learning experience for students.

The pictures above were a comparison between students pre-test and post-test results. It can be seen that students' content increased significantly, These were in line with the results obtained by researcher where the average value of student content in the pre-test was 1.93 while in the post-test the average value of students content was 3.33.

The data showed that the use of canva application in descriptive text learning can improve students writing skill. Students were enthusiastic and engaged in the

learning process, paying attention to the material presented, especially when the work on tasks using canva. On each meeting, students participated in activities such as describing people, animal, and food, both individually and in groups, which gave them the oppurtunity to prattice writing and using descriptive vocabulary. The introduction of canva as a learning tool allowed students to visualize the descriptions and helped them understand the structure of descriptive text.

Through group activities and feedback provided by the researcher, students showed inceased confidence in writing descriptive text. In addition, students learned to collaborated effectively, ask quesrtion and share ideas when writing descriptions, which contributed to a supportive classroom envirotment. The results of this study showed that using canva as a media tool effectively improved students descriptive writing skill, a vocabulary , content, organization, language use, and mechanic.

The research conducted by Siti Masturoh and Noor, M., Karani, E., & Ristati, R., showed that teaching using Canva in improving students' writing skills gave significant results. Siti Masturoh's research used a mixed approach with a one-group pre-test and post-test pre-experimental design, focusing on improving the ability to write procedure texts, while Noor, M., Karani, E., & Ristati, R.'s research used a true experimental design with control and experimental groups, focusing on

greeting card writing skills. The results of these two studies reinforce that Canva is an effective medium to improve students' writing skill.⁴⁸

Canva has advantages in teaching writing because it provides a variety of attractive templates that make it easy for students to develop ideas visually. With Canva, students can create more structured, interesting and creative texts, thus increasing their motivation in writing. In addition, Canva's collaboration feature allows students to work together interactively, which supports group-based learning. The app is also easy to use, both for beginners and teachers, making it effective for improving students' writing skill. While Canva has proven to be effective in improving students' writing skills, it does have some drawbacks that need to be noted. One of them is the limited features for free users, which may reduce students' flexibility in designing and accessing premium templates. In addition, using Canva requires a stable internet connection, which can be an obstacle in areas with limited internet access. Students' lack of ability to use technology can also be a barrier, especially for those who are not familiar with design applications. Therefore, additional support, such as initial training and usage guides, are needed to ensure all students can optimally utilise Canva in learning.

⁴⁸ Masturoh, S. (2024). *Teaching writing skills using Canva: A pre-experimental study on procedure texts* and Noor, M., Karani, E., & Ristati, R. (2023). *The effectiveness of Canva in teaching greeting card writing skills: A true experimental study*.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data and analysis presented in the previous chapter, the researcher reached the following conclusions:

This study aimed to evaluate the effectiveness of using Canva application as a learning tool to improve the writing ability of tenth grade students at Muhammadiyah Boarding School Palopo, particularly in descriptive texts. The research findings showed that Canva significantly improved students' writing performance. Data analysis showed considerable improvement in students' scores from pre-test to post-test. These results confirmed that the alternative hypothesis was accepted, while the null hypothesis was rejected, validating the effectiveness of Canva in improving students' writing skills.

This study has some limitations. First, the number of students used as samples is relatively small, which may affect the generalization of the research results to a wider population. Second, inadequate facilities at school, such as limited access to digital devices and a stable internet connection, posed challenges during the implementation of Canva in the classroom. These limitations may have affected the consistency of students' engagement with the Canva app. These positive results suggest that the integration of Canva in writing instruction can be an effective strategy to improve student engagement and writing skills. Educators are advised to explore the use of digital tools such as Canva in their teaching practices to

encourage active learning and creativity in writing tasks. To maximize the benefits, schools should consider improving their technological facilities and expanding the number of participants in further research to obtain more comprehensive results.

B. Suggestion

Based on the previous findings, the researcher provides the following recommendations:

1. For the English teachers

- a. English teachers can use the app instead of Canva to help students in language learning, especially in improving descriptive text writing skill.
- b. English teachers can develop creativity and innovation in teaching methods by using canva application, making learning more interactive, interseting, and relevant for students.
- c. English teacher can teach various materials, such as reading, speaking, and listening skill, using canva, making the learning process more interesting and fun for students.

2. For the students

Students are advised to continue improving their English skills, especially in the writing aspect.

3. For the researchers

- a. Future researchers are advised to explore additional indicators related to writing methods as well as other English language skills.
- b. They can also consider involving more students and using a control class in the study.

- c. In addition, the application of classroom action research method can be an effective alternative to gain a deeper understanding of the effect of using this method on students writing skill especially in descriptive text. With this approach, it is expected that the research results can make a more significant contribution to the development of quality learning strategies.

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A P P E N D I C E S

Appendix 1: Surat izin meneliti

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl. Agatis Kel. Balandi Kec. Bora 91914 Kota Palopo
Email: ftik@iainpalopo.ac.id / Web: www.ftik-iainpalopo.ac.id

Nomor : B- /5/1 /In.19/FTIK/HM.01/07/2024 Palopo, 5 Juli 2024
Lampiran : -
Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Kota Palopo
di Palopo

Assalamu Alaikum Wr. Wb.


Dengan hormat, disampaikan bahwa mahasiswa (i):

Nama	: Sutriani.S
NIM	: 2002020033
Program Studi	: Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Tahun Akademik	: 2023/2024


akan melaksanakan penelitian dalam rangka penulisan skripsi dengan judul: **"Teaching Writing Skill By Using Canva Application for the Tenth Grade Students of Muhammadiyah Boarding School"**. Untuk itu dimohon kiranya Bapak/Ibu berkenan memberikan surat izin penelitian.

Demikian surat permohonan ini, atas perhatian dan kerjasama diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.


Prof. Dr. H. Sukirman, S.S., M.Pd.
96705162000031002

Appendix 2: Surat izin penelitian


PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. K. H. M. Husyeni, No. 5, Kota Palopo, Kode Pos 91921
Telp/Fax : 084711326045 Email : dpmpptsp@palopokota.go.id Website : http://dpmpptsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN
NOMOR : 500.16.7.2/2024.0675/IP/DPMPPTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: SUTRIANI S
Jenis Kelamin	: P
Alamat	: Tolemo, Pakue Tengah, Kab. Kolaka Utara
Pekerjaan	: Pelajar/Mahasiswa
NIM	: 2002020033

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

MENGAJARKAN KETERAMPILAN MENULIS MENGGUNAKAN APLIKASI CANVA UNTUK SISWA KELAS SEPULUH DI MUHAMMADIYAH BOARDING SCHOOL


Lokasi Penelitian	: SMA Muhammadiyah Boarding School Palopo
Lamanya Penelitian	: 31 Juli 2024 s.d. 31 Oktober 2024

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.


Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 31 Juli 2024




Ditandatangani secara elektronik oleh
Kepala DPMPPTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Penelitian, Kota Palopo
1. Wali Kota Palopo
2. Gubernur, 1403 SYNG
Kupatates Palopo
Kepala Badan Kestbang Prov. Sul Sel
Kepala Badan Penelitian dan Pengembangan Kota Palopo
Kepala Badan Kestbang Kota Palopo
Mekanisme terkait tempat dilaksanakan penelitian

Ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Badan Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)



Appendix 3: Surat izin selesai meneliti

	PEMERINTAH PROVINSI SULAWESI SELATAN CABANG DINAS PENDIDIKAN WILAYAH XI SMAS MUHAMMADIYAH BOARDING SCHOOL (MBS) PALOPO <i>Alamat : Jl. K.H. Ahmad Dahlan, Kec. Wara, Kota Palopo Telp.085398511991</i> <i>Email : smamuhpalopo@gmail.com</i>	
NPSN : 40307799	NSS : 3021962050003	NIS : 300120

KETERANGAN SELESAI PENELITIAN
No. 084/III.4.Au/F/SMAS MBS/X/2024

Yang bertanda tangan dibawah ini :


Nama	: HENNY,S.Pd
Nip	: 19660502 198803 2 013
Jabatan	: Kepala SMA Muhammadiyah Palopo
Alamat	: Jl. K.H.Ahmad Dahlan No. 60 Kota Palopo


Dengan ini menerangkan bahwa :

Nama	: SUTRIANI S
Nim	: 2002020033
Jenis Kelamin	: Perempuan
Program Studi	: Pendidikan Bahasa Inggris
Tahun Akademik	: 2023/2024

Mahasiswa tersebut di atas telah melakukan penelitian di SMAS Muhammadiyah Boarding School (MBS) Palopo dengan judul: *“Teaching Writing Skill By Using Canva Application for the Tenth Grade Students of Muhammadiyah Boarding School”*. Mulai tanggal 31 Juli 2023 s.d 31 Oktober 2024

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 16 Oktober 2024
Kepala Sekolah,

HENNY, S.Pd
NIP. 19660502 198803 2 013



Appendix 4: Halaman persetujuan pembimbing

HALAMAN PERSETUJUAN PEMBIMBING

Setelah menelaah saksama skripsi berjudul:

**Teaching Writing Skill by Using Canva Application for The Tenth Grade
Students of Muammadiyah Boarding School Palopo**

Yang ditulis oleh:

Nama : Sutriani.s

NIM : 2002020033

Fakultas : Tarbiyah dan Ilmu Keguruan

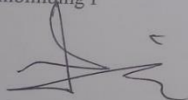
Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak untuk digunakan pada ujian/seminar hasil penelitian.

Demikian persetujuan ini dibuat untuk proses selanjutnya.

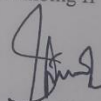
Palopo, 2024

Pembimbing I



Prof. Dr. Sahraini, M.Hum
NIP.19691231 199903 2001

Pembimbing II



Husnaini, S.Pd.I., M.Pd.
NIP. 19840820 200902 2 007

Appendix 5: Nota dinas pembimbing 1 dan 2

NOTA DINAS PEMBIMBING

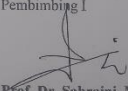
Lam : -
Hal : Skripsi an. Sutriani.s

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di
Palopo
Assalamu'alaikum wr.wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama : Sutriani.s
NIM : 20 0202 0033
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teaching Writing Skill by Using Canva Application for The Tenth Grade Students of Muammadiyah Boarding School Palopo

Menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian seminar hasil.
Demikian persetujuan ini dibuat untuk proses selanjutnya
Wassalamu'alaikum wr.wb

Palopo, 14 Oktober 2024
Pembimbing I

Prof. Dr. Sahraini, M.Hum
NIP.19691231 1999032001

NOTA DINAS PEMBIMBING


Lam : -
Hal : Skripsi an. Sutriani.s

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Di
Palopo
Assalamu'alaikum wr.wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama : Sutriani.s
NIM : 20 0202 0033
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teaching Writing Skill by Using Canva Application for The Tenth Grade Students of Muammadiyah Boarding School Palopo

Menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian seminar hasil.
Demikian persetujuan ini dibuat untuk proses selanjutnya
Wassalamu'alaikum wr.wb

Palopo, 14 Oktober 2024
Pembimbing II

Hushaini, S.Pd.L, M.Pd.
NIP.19840820 200902 2 007

Appendix 6: Lembar validasi instrument penelitian

LEMBAR VALIDASI INSTRUMEN PENELITIAN

Judul: Teaching Writing Skill by Using Canva Application for The tenth grade Students of Muhammadiyah Boarding School Palopo

A. Data Responden

Nama : Sutriani.s
Usia : 22 th
Jenis Kelamin : Perempuan
Pendidikan :
Pengalaman Mengajar :

B. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi Pre-test dan post-test.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut:
1 : tidak layak
2 : kurang layak
3 : cukup layak
4 : layak
5 : sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

C. Penilaian Kelayakan

NO	URAIAN	Kelayakan				
		1	2	3	4	5
I	Aspek Cakupan (Isi)					
a.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan cakupan isi materi yang akan digunakan dalam pengajaran writing				✓	
b.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan penggunaan bahasa di dalam materi yang akan digunakan dalam pengajaran writing.				✓	
c.	Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan aktivitas				✓	

pembelajaran yang akan digunakan dalam pengajaran writing.						
d. Butir-butir pertanyaan dalam Pre-test dan Post-test mencakup data yang berhubungan dengan input materi yang akan digunakan dalam pengajaran writing.					✓	
II	Aspek Bahasa					
a. Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa Inggris yang baik dan benar.					✓	
b. Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa Inggris yang efektif.					✓	
c. Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa Inggris yang efisien.					✓	
d. Butir-butir Pre-test dan Post-test dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					✓	

D. Komentar

Sudah luar biasa

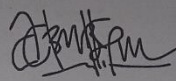
E. Saran

F. Kesimpulan

Instrument Pre-test dan Post-test ini (lingkari salah satu pilihan):

1. Tidak dapat digunakan
- ② Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

Palopo,.....
Penilai Kelayakan



Andi Tendrisanna Syam, S.Pd., M. Pd
NIP. 19860423 201503 2005

Appendix 7: RPP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: Muhammadiyah
Boarding School Palopo	
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X .A
Alokasi waktu	: 1 x 60 Menit
Materi Pokok	: Descriptive text (People,
Animal and Food)	

1) Standar Kompetensi

kemampuan menggabungkan kreativitas visual dengan deskripsi tulisan, serta mengaitkan informasi visual dengan kata-kata untuk menggambarkan objek atau orang secara jelas dan menarik

2) Kompetensi Dasar

- Peserta didik mampu memilih dan menggunakan kosakata sederhana secara tepat untuk menggambarkan penampilan fisik dan karakteristik orang secara detail
- Mengidentifikasi serta mengorganisasi informasi dalam teks deskriptif secara logis mulai dari identifikasi hingga rincian deskriptif
- Peserta didik juga mampu memahami, mengidentifikasi, dan menggunakan struktur tatbahasa, ejaan, dan tanda baca dengan benar untuk menghasilkan kalimat yang jelas dan mudah dipahami.
- Meningkatkan keterampilan menulis teks deskriptif dengan menggunakan aplikasi Canva.

3) Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Peserta didik dapat mengetahui dan menggunakan kosakata yang ada pada teks deskriptif
- memahami isi dan menyusun paragraf deskriptif

dengan struktur yang jelas, mencakup bagian identification dan description, serta memastikan alur informasi yang logis dan kohesif

- Mengidentifikasi struktur tata bahasa, serta memahami dan menggunakan mekanik (tata bahasa, ejaan, dan tanda baca) dengan benar untuk menghasilkan kalimat yang jelas dan mudah dipahami.
- Peserta didik juga dapat meningkatkan keterampilan menulis teks deskriptif dengan menggunakan aplikasi Canva

4) Media Pembelajaran, Alat/Bahan & Sumber Belajar

- a. Media:** Leptop (chromebook) dan Wifi
- b. Alat/Bahan:** spidol, papan tulis, Kamus.
- c. Sumber Belajar:** Kelas X.A
- d. Perangkat :** Rpp

5) Metode pembayaran: self directed learning dan cooperativve learning approach

6) Langkah-langkah pembelajaran

Pertemuan 1-10




Kegiatan Pendahuluan (10 Menit)	
Pendidik memulai kelas dengan mengucapkan salam, berdoa bersama, dan mengecek kehadiran peserta didik.	
Pendidik berkata, "Assalamu'alaikum wr. wb., good morning class?" untuk menyapa siswa, kemudian melanjutkan dengan bertanya, "How are you?" untuk mengetahui kondisi peserta didik.	
Setelah itu, pendidik mengajak untuk berdoa bersama dengan mengatakan, "Well, before we start our lesson today. Let us pray together."	
Selanjutnya, pendidik mengecek daftar hadir dengan mengatakan, "Now I would like to check your attendance list."	
Setelah kegiatan pembuka selesai, pendidik memberikan instruksi untuk menarik perhatian siswa dengan mengatakan, "Hocus focus...", yang kemudian diikuti respon siswa dengan mengatakan, "Everybody focus."	
Kegiatan Inti (40 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi yang dipelajari.
Critical Thinking	Pendidik memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi descriptive text.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi descriptive text yang telah mereka pelajari.
Communication	Peserta didik mempresentasikan hasil tulisan kelompok atau individu secara klasikal, mengemukakan pendapat atas tulisan yang dipresentasikan, kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
Creativity	Pendidik yang mengarahkan peserta didik untuk menulis deskripsi menggunakan Canva. Peserta didik menulis deskripsi teks yang kemudian divisualisasikan dengan gambar, dan mereka ditantang untuk menambahkan detail kreatif pada tulisan mereka, sehingga

	meningkatkan keterampilan menulis deskriptif.
Kegiatan Penutup (10 Menit)	
Menanyakan kesulitan siswa selama proses pembelajaran.	
Menyimpulkan materi pembelajaran	

7) Penilaian hasil pembelajaran

Penilaian pengetahuan: Writing skill

Appendix 8: PRE-TEST AND POST-TEST WORKSHEET

	NO	ADJECTIVE	NOUN
	NO	ADJECTIVE	NOUN
	NO	ADJECTIVE	NOUN

A. Instructions:

1. Look up the noun and adjective vocabulary of the animal picture next to it and fill in the table below

PICTURE 5



NO	ADJECTIVE	NOUN

2. Instructions: write 5 vocabulary words for the animal above about its physique and habits.

PICTURE 6



NO	ADJECTIVE	NOUN

3. Instruction: look at the pictures of the two foods below, choose one and describe what ingredients are used in the food!

PICTURE 7





1. Look the picture and make each sentence about the activity in the picture.

3. pay attention to proper grammar in sentences

3. pay attention to proper grammar in sentences

No	Subject	Activity

No	Subject	Activity

[illegible]

C.Instructions: please work text in below

1. Descriptive paragraph about someone you know well. Your paragraph should be organized in three main sections:

- Introduction: Briefly introduce the person and state their name.
- Physical Appearance: Describe their physical features such as hair, eyes, height, and other striking characteristics.
- Personality and Habits: Describe their personality traits and daily habits or hobbies.

2.Instruction: Please summarize the main points in the example of describing people below!

Clara is a close friend of mine who is known for her bubbly personality and attractive appearance. She has long dark brown hair that she often ties in a simple knot. Her eyes are bright green and often seem to glow when she smiles. Her body is slender with a height of about 165 cm. Clara usually wears stylish yet comfortable clothes, often choosing bright colors that reflect her positive mood.

Clara is someone who is very friendly and sociable. She is always ready to help her friends and has a caring nature. One of her habits is reading a book every night before bed. She is also very active in various volunteer activities in her community, such as teaching children at the local learning center. Her favorite hobby is gardening, and she has a small garden behind her house where she grows different types of flowers and vegetables.

Clara is a person full of energy and kindness, both in appearance and personality. Her concern for others and dedication to her hobbies make her a very valuable and inspiring friend.



No	Subject	Activity

D. please correct the text below carefully

1. Instruction: Put the correct punctuation in the description below
Exercise 1

Cats are one of the most popular pets around the world What makes cats such popular pets Cats have slender bodies and soft silky fur Can you describe the different colors of a cat's fur The colors can vary from white black brown to brindle Cats have large sharp eyes and erect ears that can move to hear the sounds around them Why do you think cats need such sensitive ears Cats also have very sharp claws that they use to claw and climb trees How do sharp claws help cats in their daily activities Do you know that cats can sleep up to 16 hours a day Why do cats need so much sleep They are very nocturnal animals and tend to sleep during the day What does it mean for an animal to be nocturnal Cats are independent animals but they can also be very affectionate with their owners In what ways do cats show affection to their owners They often show affection by rubbing their heads or sitting on their owners' laps How do these behaviors reflect their affection

Exercise 2

Dogs are one of the most loyal pets and can be very good friends to humans Dogs come in all sizes and types of fur from short to long the colors can also vary greatly Dogs have a very keen sense of smell and ears that can hear sounds at a higher frequency than humans Dogs are also very active and require considerable physical exercise every day Do you know that dogs can learn a variety of tricks and commands they are often trained to help with human chores such as being a bloodhound or guide dog Dogs are very social and like to interact with humans and other animals they show affection by licking or wagging their tails

3.Instruction: Arrange the food description parts below in the correct order to create a clear description of fried rice.

Fried rice

The dish is enjoyed with a spoon or fork. The aroma is very appetizing, with the scent of garlic and sweet soy sauce spreading throughout the room as it cooks. The texture of the fried rice varies quite a bit. The rice is chewy and slightly dry, while additional ingredients such as chicken, prawns and vegetables give it different textures. The main ingredients of fried rice include rice, shallots, garlic, sweet soy sauce and egg. Fried rice is usually served with crackers, pickles and a sunny side up egg on top. This dish is usually served as breakfast, lunch or dinner. Fried rice has a golden brown color and is served on a flat plate. It is often garnished with cucumber and tomato slices and a sprinkling of fried onions. Fried rice has a savory and slightly spicy taste, depending on the seasoning used. Fried rice is one of Indonesia's most popular specialties.

3. Instruction: Correct the capitalization errors in the description below.

Exercise 1

horses are majestic animals known for their strength and grace. They have Long legs and a mane of hair that flows from their neck. Horses come in various Colors, including black, brown, and white. They are used for many purposes, such as Riding, racing, and working on farms. Horses are also known for their intelligent nature and ability to form strong bonds with humans.

Exercise 2

owls are nocturnal birds known for their silent flight and keen sense of hearing. They have Large eyes that help them see in low light and a sharp beak for catching prey. Owls often have feathers that provide Camouflage in their natural habitats. They use their Talons to grab and hold onto their prey. The barn owl and the snowy owl are two well-known species with distinct appearances.

4. Instruction: Correct the grammar errors in the description below.

Exercise 1

Mike is a tall and athletic person. He workout at the gym regularly and is very health-conscious. Mike always eats healthy food and he don't miss his workout sessions. His friends often admire his dedication and discipline. Mike's favorite activities include running, weight lifting, and practicing yoga. He have a lot of energy and enthusiasm which he uses to motivate his friends to live a healthy lifestyle.

Exercise 2

Sarah have long, curly hair and she is always very kind. She don't like to speak loudly and always tries to listen carefully. Sarah have a bright smile that can cheer up anyone's day. She loves to read books, and she also enjoys cooking new recipes. Sarah and her friends enjoys reading books together on weekends. She always takes time to help her friends and is always there when they needed her.

Picture 2



As we know, most cat look so cute, so does my cat. My cat name is Cuty. I named Cuty because she looks so cute and make me always want to hug her. Do you want to know about my cat?

My Cuty has white and orange fur. It is so soft and make always want to stroke it. She has blue eyes. Her tail is long. She also has sharp tooth and of course scary me. The whiskers in her mouth make her so funny.

But, although she looks very cute and funny, when she is angry or want catch her prey like mouse, she is very scary me. Her paws is look sharp and long. Her sound also change like tiger sound. I never approach her when she is angry.

But, when my Cuty back as usual, I approach her again, and play her ear, her whiskers, her tail and she look very enjoy it. I love my cat so much.

Exercise 3

Personal Biodata

Full Name: Dian Paramita

Nickname: Dian

Place and Date of Birth: Surabaya August 10 1990

Gender: Female

Religion: Christian

Blood Type: A

Nationality: Indonesian

ID Number: 35123567123456781234

Phone Number: 081234567890

Email Address: diandian@gmail.com

Home Address: Jl Diponegoro 45 Surabaya East Java

Last Education: Bachelor's Degree in Computer Engineering University of Surabaya

Occupation: Software Engineer at PT Teknologi Canggih

2. Instruction: Correct the spelling errors in the description below.

Exercise 1

Owls are nocturnal animals known for their ability to see in the dark. Owls have large, round eyes and soft feathers that are usually brown or gray. Owls are also known for their very good hearing; they can hear sounds from a long distance and locate their prey accurately. Do you know that owls have very sharp and strong talons They use these talons to catch their prey. Owls usually eat mice, insects, and other small animals. Owls are solitary animals and are rarely seen with other owls. They are more active at night and sleep during the day.

Exercise 2

Birds are remarkable animals known for their ability to fly. They have feathers that come in a variety of colors and patterns. Many birds build nest in trees or on buildings to protect their eggs. They have a keen sense of sight, which helps them find food and avoid dangers. Birds also use songs to communicate with each other and attract mates. Some birds, like parrots, can even mimic human speech.

Students worksheet (pre-test & post-test)

Name:

Class:

The time is provide 1 hour

Picture 1



This is hero, my pet. It is a green iguana, but name doesn't represent its colours. It is brown with a faint black band around its tail. Hero is 40 cm long about 2.5 kg.

It likes vegetables very much. Hero eats water spinach, carrots, cucumbers, and other vegetables. I something give hero some small insects. They are good for hero's bones, so it won't suffer from osteoporosis.

Hero looks like a little dragon. It has scales on some parts of its body. It also has strong legs. They are useful for swimming and climbing trees.

Picture 4

4. Instructions: Describe the people on the side!



- 1.how does he look physically?
- 2.how is the habit?

E. Instructions: Describe four important facts about my pet hero and cuty that include information about their physical appearance, eating habits and social behaviour in one sentence.

1.Make a table with detailed information about chickens and goat based on the following descriptions:

- a.Physical appearance (feather color, beak shape, talons)
- b.Habitat (type of environment they inhabit)
- c.Diet (type of prey they eat)
- d.Social behavior (mate relationships, nest protection)

2.Compare an hero my pet and cuty. explain the similar and differences between the two animals in terms of physical characteristics, habitat and behavior.

Picture 3



3. Instructions:

Describe the food on the side!

- 1.What is the main color of this food?
2. What is the texture of this food?
3. What is the shape of this food?
4. What is the smell of this food?
5. What is the main flavor of this food?
6. What are the main ingredients in this meal

Appendix 9: PRE-TEST Results

(VERY POOR)

⑤ The main color Jangkrik is yellow
 2. The structure Jangkrik is complex
 3. The shape of Jangkrik is strange body with 6 legs
 4. The smell of Jangkrik is good
 5. The main habitat of Jangkrik is forest and earth
 6. the main ingredients

⑥ Dia adalah burung yang berkaki dua. Dia sangat berprestasi dalam hal ini. Dia juga bisa dan senang. Dia menggunakan banyak bahasa Inggris (Mekong)

Adjective	Noun
long	legs
tail	feather
long	tail
four	legs
big	tail

Adjective	Noun
long	feather
long	tail
long	tail
long	tail
long	tail

* Burung Jangkrik
 - berkaki dua
 - berkaki dua
 - berkaki dua
 - berkaki dua

① Clara is a cute friend of mine who is known for her beauty, personality, and interactive appearance. Her eyes are bright green and often seem happy to glow when she smiles. Clara is a person full of energy and kindness, both in appearance and personality.

No	Subject	Activity
1	The girl	The girl on the table
2	The girl	The girl on the table
3	The girl	The girl on the table
4	The girl	The girl on the table

No	Subject	Activity
1	The girl	The girl on the table
2	The girl	The girl on the table
3	The girl	The girl on the table
4	The girl	The girl on the table

No	Subject	Activity
1	The girl	The girl on the table
2	The girl	The girl on the table
3	The girl	The girl on the table
4	The girl	The girl on the table

Exercise 2
 Dog are one of the most loyal Pets and can be very good friends to humans.
 Dog come in all sizes and types of fur from short to long the colors can also vary greatly. Dog have a very keen

7: 3
 0:

Name: Iham Saffil Sukma
 Class: X

①

No	Subject/Hero	Description
1	Physical appearance	Hero is coming about 25 kg.
2	Habitat	dikandang
3	Diet	Vegetables
4	Social behavior	strong legs

Subject/Cuty	Description
Physical appearance	Cuty white and orange fur.
Habitat	in home
Diet	Mouse
Social behavior	

② Similar: animal
 Difference: cuty fur Sedangkan Hero not

(POOR)

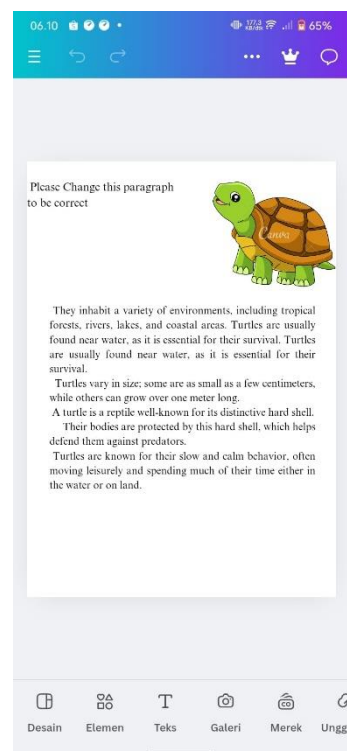
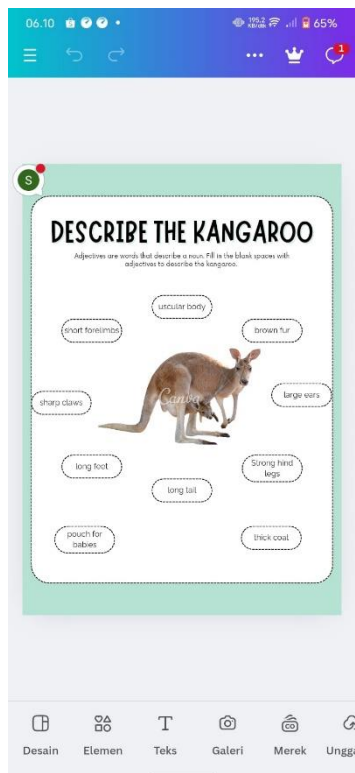
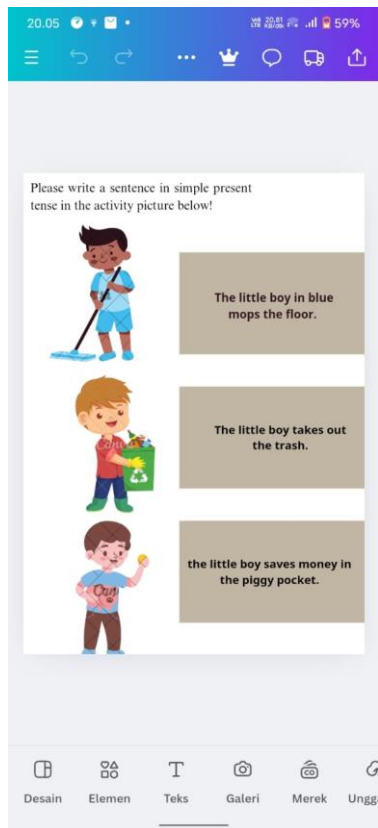
3. ¹⁰ ¹¹ ¹² ¹³ ¹⁴ ¹⁵ ¹⁶ ¹⁷ ¹⁸ ¹⁹ ²⁰ ²¹ ²² ²³ ²⁴ ²⁵ ²⁶ ²⁷ ²⁸ ²⁹ ³⁰ ³¹ ³² ³³ ³⁴ ³⁵ ³⁶ ³⁷ ³⁸ ³⁹ ⁴⁰ ⁴¹ ⁴² ⁴³ ⁴⁴ ⁴⁵ ⁴⁶ ⁴⁷ ⁴⁸ ⁴⁹ ⁵⁰ ⁵¹ ⁵² ⁵³ ⁵⁴ ⁵⁵ ⁵⁶ ⁵⁷ ⁵⁸ ⁵⁹ ⁶⁰ ⁶¹ ⁶² ⁶³ ⁶⁴ ⁶⁵ ⁶⁶ ⁶⁷ ⁶⁸ ⁶⁹ ⁷⁰ ⁷¹ ⁷² ⁷³ ⁷⁴ ⁷⁵ ⁷⁶ ⁷⁷ ⁷⁸ ⁷⁹ ⁸⁰ ⁸¹ ⁸² ⁸³ ⁸⁴ ⁸⁵ ⁸⁶ ⁸⁷ ⁸⁸ ⁸⁹ ⁹⁰ ⁹¹ ⁹² ⁹³ ⁹⁴ ⁹⁵ ⁹⁶ ⁹⁷ ⁹⁸ ⁹⁹ ¹⁰⁰ ¹⁰¹ ¹⁰² ¹⁰³ ¹⁰⁴ ¹⁰⁵ ¹⁰⁶ ¹⁰⁷ ¹⁰⁸ ¹⁰⁹ ¹¹⁰ ¹¹¹ ¹¹² ¹¹³ ¹¹⁴ ¹¹⁵ ¹¹⁶ ¹¹⁷ ¹¹⁸ ¹¹⁹ ¹²⁰ ¹²¹ ¹²² ¹²³ ¹²⁴ ¹²⁵ ¹²⁶ ¹²⁷ ¹²⁸ ¹²⁹ ¹³⁰ ¹³¹ ¹³² ¹³³ ¹³⁴ ¹³⁵ ¹³⁶ ¹³⁷ ¹³⁸ ¹³⁹ ¹⁴⁰ ¹⁴¹ ¹⁴² ¹⁴³ ¹⁴⁴ ¹⁴⁵ ¹⁴⁶ ¹⁴⁷ ¹⁴⁸ ¹⁴⁹ ¹⁵⁰ ¹⁵¹ ¹⁵² ¹⁵³ ¹⁵⁴ ¹⁵⁵ ¹⁵⁶ ¹⁵⁷ ¹⁵⁸ ¹⁵⁹ ¹⁶⁰ ¹⁶¹ ¹⁶² ¹⁶³ ¹⁶⁴ ¹⁶⁵ ¹⁶⁶ ¹⁶⁷ ¹⁶⁸ ¹⁶⁹ ¹⁷⁰ ¹⁷¹ ¹⁷² ¹⁷³ ¹⁷⁴ ¹⁷⁵ ¹⁷⁶ ¹⁷⁷ ¹⁷⁸ ¹⁷⁹ ¹⁸⁰ ¹⁸¹ ¹⁸² ¹⁸³ ¹⁸⁴ ¹⁸⁵ ¹⁸⁶ ¹⁸⁷ ¹⁸⁸ ¹⁸⁹ ¹⁹⁰ ¹⁹¹ ¹⁹² ¹⁹³ ¹⁹⁴ ¹⁹⁵ ¹⁹⁶ ¹⁹⁷ ¹⁹⁸ ¹⁹⁹ ²⁰⁰ ²⁰¹ ²⁰² ²⁰³ ²⁰⁴ ²⁰⁵ ²⁰⁶ ²⁰⁷ ²⁰⁸ ²⁰⁹ ²¹⁰ ²¹¹ ²¹² ²¹³ ²¹⁴ ²¹⁵ ²¹⁶ ²¹⁷ ²¹⁸ ²¹⁹ ²²⁰ ²²¹ ²²² ²²³ ²²⁴ ²²⁵ ²²⁶ ²²⁷ ²²⁸ ²²⁹ ²³⁰ ²³¹ ²³² ²³³ ²³⁴ ²³⁵ ²³⁶ ²³⁷ ²³⁸ ²³⁹ ²⁴⁰ ²⁴¹ ²⁴² ²⁴³ ²⁴⁴ ²⁴⁵ ²⁴⁶ ²⁴⁷ ²⁴⁸ ²⁴⁹ ²⁵⁰ ²⁵¹ ²⁵² ²⁵³ ²⁵⁴ ²⁵⁵ ²⁵⁶ ²⁵⁷ ²⁵⁸ ²⁵⁹ ²⁶⁰ ²⁶¹ ²⁶² ²⁶³ ²⁶⁴ ²⁶⁵ ²⁶⁶ ²⁶⁷ ²⁶⁸ ²⁶⁹ ²⁷⁰ ²⁷¹ ²⁷² ²⁷³ ²⁷⁴ ²⁷⁵ ²⁷⁶ ²⁷⁷ ²⁷⁸ ²⁷⁹ ²⁸⁰ ²⁸¹ ²⁸² ²⁸³ ²⁸⁴ ²⁸⁵ ²⁸⁶ ²⁸⁷ ²⁸⁸ ²⁸⁹ ²⁹⁰ ²⁹¹ ²⁹² ²⁹³ ²⁹⁴ ²⁹⁵ ²⁹⁶ ²⁹⁷ ²⁹⁸ ²⁹⁹ ³⁰⁰ ³⁰¹ ³⁰² ³⁰³ ³⁰⁴ ³⁰⁵ ³⁰⁶ ³⁰⁷ ³⁰⁸ ³⁰⁹ ³¹⁰ ³¹¹ ³¹² ³¹³ ³¹⁴ ³¹⁵ ³¹⁶ ³¹⁷ ³¹⁸ ³¹⁹ ³²⁰ ³²¹ ³²² ³²³ ³²⁴ ³²⁵ ³²⁶ ³²⁷ ³²⁸ ³²⁹ ³³⁰ ³³¹ ³³² ³³³ ³³⁴ ³³⁵ ³³⁶ ³³⁷ ³³⁸ ³³⁹ ³⁴⁰ ³⁴¹ ³⁴² ³⁴³ ³⁴⁴ ³⁴⁵ ³⁴⁶ ³⁴⁷ ³⁴⁸ ³⁴⁹ ³⁵⁰ ³⁵¹ ³⁵² ³⁵³ ³⁵⁴ ³⁵⁵ ³⁵⁶ ³⁵⁷ ³⁵⁸ ³⁵⁹ ³⁶⁰ ³⁶¹ ³⁶² ³⁶³ ³⁶⁴ ³⁶⁵ ³⁶⁶ ³⁶⁷ ³⁶⁸ ³⁶⁹ ³⁷⁰ ³⁷¹ ³⁷² ³⁷³ ³⁷⁴ ³⁷⁵ ³⁷⁶ ³⁷⁷ ³⁷⁸ ³⁷⁹ ³⁸⁰ ³⁸¹ ³⁸² ³⁸³ ³⁸⁴ ³⁸⁵ ³⁸⁶ ³⁸⁷ ³⁸⁸ ³⁸⁹ ³⁹⁰ ³⁹¹ ³⁹² ³⁹³ ³⁹⁴ ³⁹⁵ ³⁹⁶ ³⁹⁷ ³⁹⁸ ³⁹⁹ ⁴⁰⁰ ⁴⁰¹ ⁴⁰² ⁴⁰³ ⁴⁰⁴ ⁴⁰⁵ ⁴⁰⁶ ⁴⁰⁷ ⁴⁰⁸ ⁴⁰⁹ ⁴¹⁰ ⁴¹¹ ⁴¹² ⁴¹³ ⁴¹⁴ ⁴¹⁵ ⁴¹⁶ ⁴¹⁷ ⁴¹⁸ ⁴¹⁹ ⁴²⁰ ⁴²¹ ⁴²² ⁴²³ ⁴²⁴ ⁴²⁵ ⁴²⁶ ⁴²⁷ ⁴²⁸ ⁴²⁹ ⁴³⁰ ⁴³¹ ⁴³² ⁴³³ ⁴³⁴ ⁴³⁵ ⁴³⁶ ⁴³⁷ ⁴³⁸ ⁴³⁹ ⁴⁴⁰ ⁴⁴¹ ⁴⁴² ⁴⁴³ ⁴⁴⁴ ⁴⁴⁵ ⁴⁴⁶ ⁴⁴⁷ ⁴⁴⁸ ⁴⁴⁹ ⁴⁵⁰ ⁴⁵¹ ⁴⁵² ⁴⁵³ ⁴⁵⁴ ⁴⁵⁵ ⁴⁵⁶ ⁴⁵⁷ ⁴⁵⁸ ⁴⁵⁹ ⁴⁶⁰ ⁴⁶¹ ⁴⁶² ⁴⁶³ ⁴⁶⁴ ⁴⁶⁵ ⁴⁶⁶ ⁴⁶⁷ ⁴⁶⁸ ⁴⁶⁹ ⁴⁷⁰ ⁴⁷¹ ⁴⁷² ⁴⁷³ ⁴⁷⁴ ⁴⁷⁵ ⁴⁷⁶ ⁴⁷⁷ ⁴⁷⁸ ⁴⁷⁹ ⁴⁸⁰ ⁴⁸¹ ⁴⁸² ⁴⁸³ ⁴⁸⁴ ⁴⁸⁵ ⁴⁸⁶ ⁴⁸⁷ ⁴⁸⁸ ⁴⁸⁹ ⁴⁹⁰ ⁴⁹¹ ⁴⁹² ⁴⁹³ ⁴⁹⁴ ⁴⁹⁵ ⁴⁹⁶ ⁴⁹⁷ ⁴⁹⁸ ⁴⁹⁹ ⁵⁰⁰ ⁵⁰¹ ⁵⁰² ⁵⁰³ ⁵⁰⁴ ⁵⁰⁵ ⁵⁰⁶ ⁵⁰⁷ ⁵⁰⁸ ⁵⁰⁹ ⁵¹⁰ ⁵¹¹ ⁵¹² ⁵¹³ ⁵¹⁴ ⁵¹⁵ ⁵¹⁶ ⁵¹⁷ ⁵¹⁸ ⁵¹⁹ ⁵²⁰ ⁵²¹ ⁵²² ⁵²³ ⁵²⁴ ⁵²⁵ ⁵²⁶ ⁵²⁷ ⁵²⁸ ⁵²⁹ ⁵³⁰ ⁵³¹ ⁵³² ⁵³³ ⁵³⁴ ⁵³⁵ ⁵³⁶ ⁵³⁷ ⁵³⁸ ⁵³⁹ ⁵⁴⁰ ⁵⁴¹ ⁵⁴² ⁵⁴³ ⁵⁴⁴ ⁵⁴⁵ ⁵⁴⁶ ⁵⁴⁷ ⁵⁴⁸ ⁵⁴⁹ ⁵⁵⁰ ⁵⁵¹ ⁵⁵² ⁵⁵³ ⁵⁵⁴ ⁵⁵⁵ ⁵⁵⁶ ⁵⁵⁷ ⁵⁵⁸ ⁵⁵⁹ ⁵⁶⁰ ⁵⁶¹ ⁵⁶² ⁵⁶³ ⁵⁶⁴ ⁵⁶⁵ ⁵⁶⁶ ⁵⁶⁷ ⁵⁶⁸ ⁵⁶⁹ ⁵⁷⁰ ⁵⁷¹ ⁵⁷² ⁵⁷³ ⁵⁷⁴ ⁵⁷⁵ ⁵⁷⁶ ⁵⁷⁷ ⁵⁷⁸ ⁵⁷⁹ ⁵⁸⁰ ⁵⁸¹ ⁵⁸² ⁵⁸³ ⁵⁸⁴ ⁵⁸⁵ ⁵⁸⁶ ⁵⁸⁷ ⁵⁸⁸ ⁵⁸⁹ ⁵⁹⁰ ⁵⁹¹ ⁵⁹² ⁵⁹³ ⁵⁹⁴ ⁵⁹⁵ ⁵⁹⁶ ⁵⁹⁷ ⁵⁹⁸ ⁵⁹⁹ ⁶⁰⁰ ⁶⁰¹ ⁶⁰² ⁶⁰³ ⁶⁰⁴ ⁶⁰⁵ ⁶⁰⁶ ⁶⁰⁷ ⁶⁰⁸ ⁶⁰⁹ ⁶¹⁰ ⁶¹¹ ⁶¹² ⁶¹³ ⁶¹⁴ ⁶¹⁵ ⁶¹⁶ ⁶¹⁷ ⁶¹⁸ ⁶¹⁹ ⁶²⁰ ⁶²¹ ⁶²² ⁶²³ ⁶²⁴ ⁶²⁵ ⁶²⁶ ⁶²⁷ ⁶²⁸ ⁶²⁹ ⁶³⁰ ⁶³¹ ⁶³² ⁶³³ ⁶³⁴ ⁶³⁵ ⁶³⁶ ⁶³⁷ ⁶³⁸ ⁶³⁹ ⁶⁴⁰ ⁶⁴¹ ⁶⁴² ⁶⁴³ ⁶⁴⁴ ⁶⁴⁵ ⁶⁴⁶ ⁶⁴⁷ ⁶⁴⁸ ⁶⁴⁹ ⁶⁵⁰ ⁶⁵¹ ⁶⁵² ⁶⁵³ ⁶⁵⁴ ⁶⁵⁵ ⁶⁵⁶ ⁶⁵⁷ ⁶⁵⁸ ⁶⁵⁹ ⁶⁶⁰ ⁶⁶¹ ⁶⁶² ⁶⁶³ ⁶⁶⁴ ⁶⁶⁵ ⁶⁶⁶ ⁶⁶⁷ ⁶⁶⁸ ⁶⁶⁹ ⁶⁷⁰ ⁶⁷¹ ⁶⁷² ⁶⁷³ ⁶⁷⁴ ⁶⁷⁵ ⁶⁷⁶ ⁶⁷⁷ ⁶⁷⁸ ⁶⁷⁹ ⁶⁸⁰ ⁶⁸¹ ⁶⁸² ⁶⁸³ ⁶⁸⁴ ⁶⁸⁵ ⁶⁸⁶ ⁶⁸⁷ ⁶⁸⁸ ⁶⁸⁹ ⁶⁹⁰ ⁶⁹¹ ⁶⁹² ⁶⁹³ ⁶⁹⁴ ⁶⁹⁵ ⁶⁹⁶ ⁶⁹⁷ ⁶⁹⁸ ⁶⁹⁹ ⁷⁰⁰ ⁷⁰¹ ⁷⁰² ⁷⁰³ ⁷⁰⁴ ⁷⁰⁵ ⁷⁰⁶ ⁷⁰⁷ ⁷⁰⁸ ⁷⁰⁹ ⁷¹⁰ ⁷¹¹ ⁷¹² ⁷¹³ ⁷¹⁴ ⁷¹⁵ ⁷¹⁶ ⁷¹⁷ ⁷¹⁸ ⁷¹⁹ ⁷²⁰ ⁷²¹ ⁷²² ⁷²³ ⁷²⁴ ⁷²⁵ ⁷²⁶ ⁷²⁷ ⁷²⁸ ⁷²⁹ ⁷³⁰ ⁷³¹ ⁷³² ⁷³³ ⁷³⁴ ⁷³⁵ ⁷³⁶ ⁷³⁷ ⁷³⁸ ⁷³⁹ ⁷⁴⁰ ⁷⁴¹ ⁷⁴² ⁷⁴³ ⁷⁴⁴ ⁷⁴⁵ ⁷⁴⁶ ⁷⁴⁷ ⁷⁴⁸ ⁷⁴⁹ ⁷⁵⁰ ⁷⁵¹ ⁷⁵² ⁷⁵³ ⁷⁵⁴ ⁷⁵⁵ ⁷⁵⁶ ⁷⁵⁷ ⁷⁵⁸ ⁷⁵⁹ ⁷⁶⁰ ⁷⁶¹ ⁷⁶² ⁷⁶³ ⁷⁶⁴ ⁷⁶⁵ ⁷⁶⁶ ⁷⁶⁷ ⁷⁶⁸ ⁷⁶⁹ ⁷⁷⁰ ⁷⁷¹ ⁷⁷² ⁷⁷³ ⁷⁷⁴ ⁷⁷⁵ ⁷⁷⁶ ⁷⁷⁷ ⁷⁷⁸ ⁷⁷⁹ ⁷⁸⁰ ⁷⁸¹ ⁷⁸² ⁷⁸³ ⁷⁸⁴ ⁷⁸⁵ ⁷⁸⁶ ⁷⁸⁷ ⁷⁸⁸ ⁷⁸⁹ ⁷⁹⁰ ⁷⁹¹ ⁷⁹² ⁷⁹³ ⁷⁹⁴ ⁷⁹⁵ ⁷⁹⁶ ⁷⁹⁷ ⁷⁹⁸ ⁷⁹⁹ ⁸⁰⁰ ⁸⁰¹ ⁸⁰² ⁸⁰³ ⁸⁰⁴ ⁸⁰⁵ ⁸⁰⁶ ⁸⁰⁷ ⁸⁰⁸ ⁸⁰⁹ ⁸¹⁰ ⁸¹¹ ⁸¹² ⁸¹³ ⁸¹⁴ ⁸¹⁵ ⁸¹⁶ ⁸¹⁷ ⁸¹⁸ ⁸¹⁹ ⁸²⁰ ⁸²¹ ⁸²² ⁸²³ ⁸²⁴ ⁸²⁵ ⁸²⁶ ⁸²⁷ ⁸²⁸ ⁸²⁹ ⁸³⁰ ⁸³¹ ⁸³² ⁸³³ ⁸³⁴ ⁸³⁵ ⁸³⁶ ⁸³⁷ ⁸³⁸ ⁸³⁹ ⁸⁴⁰ ⁸⁴¹ ⁸⁴² ⁸⁴³ ⁸⁴⁴ ⁸⁴⁵ ⁸⁴⁶ ⁸⁴⁷ ⁸⁴⁸ ⁸⁴⁹ ⁸⁵⁰ ⁸⁵¹ ⁸⁵² ⁸⁵³ ⁸⁵⁴ ⁸⁵⁵ ⁸⁵⁶ ⁸⁵⁷ ⁸⁵⁸ ⁸⁵⁹ ⁸⁶⁰ ⁸⁶¹ ⁸⁶² ⁸⁶³ ⁸⁶⁴ ⁸⁶⁵ ⁸⁶⁶ ⁸⁶⁷ ⁸⁶⁸ ⁸⁶⁹ ⁸⁷⁰ ⁸⁷¹ ⁸⁷² ⁸⁷³ ⁸⁷⁴ ⁸⁷⁵ ⁸⁷⁶ ⁸⁷⁷ ⁸⁷⁸ ⁸⁷⁹ ⁸⁸⁰ ⁸⁸¹ ⁸⁸² ⁸⁸³ ⁸⁸⁴ ⁸⁸⁵ ⁸⁸⁶ ⁸⁸⁷ ⁸⁸⁸ ⁸⁸⁹ ⁸⁹⁰ ⁸⁹¹ ⁸⁹² ⁸⁹³ ⁸⁹⁴ ⁸⁹⁵ ⁸⁹⁶ ⁸⁹⁷ ⁸⁹⁸ ⁸⁹⁹ ⁹⁰⁰ ⁹⁰¹ ⁹⁰² ⁹⁰³ ⁹⁰⁴ ⁹⁰⁵ ⁹⁰⁶ ⁹⁰⁷ ⁹⁰⁸ ⁹⁰⁹ ⁹¹⁰ ⁹¹¹ ⁹¹² ⁹¹³ ⁹¹⁴ ⁹¹⁵ ⁹¹⁶ ⁹¹⁷ ⁹¹⁸ ⁹¹⁹ ⁹²⁰ ⁹²¹ ⁹²² ⁹²³ ⁹²⁴ ⁹²⁵ ⁹²⁶ ⁹²⁷ ⁹²⁸ ⁹²⁹ ⁹³⁰ ⁹³¹ ⁹³² ⁹³³ ⁹³⁴ ⁹³⁵ ⁹³⁶ ⁹³⁷ ⁹³⁸ ⁹³⁹ ⁹⁴⁰ ⁹⁴¹ ⁹⁴² ⁹⁴³ ⁹⁴⁴ ⁹⁴⁵ ⁹⁴⁶ ⁹⁴⁷ ⁹⁴⁸ ⁹⁴⁹ ⁹⁵⁰ ⁹⁵¹ ⁹⁵² ⁹⁵³ ⁹⁵⁴ ⁹⁵⁵ ⁹⁵⁶ ⁹⁵⁷ ⁹⁵⁸ ⁹⁵⁹ ⁹⁶⁰ ⁹⁶¹ ⁹⁶² ⁹⁶³ ⁹⁶⁴ ⁹⁶⁵ ⁹⁶⁶ ⁹⁶⁷ ⁹⁶⁸ ⁹⁶⁹ ⁹⁷⁰ ⁹⁷¹ ⁹⁷² ⁹⁷³ ⁹⁷⁴ ⁹⁷⁵ ⁹⁷⁶ ⁹⁷⁷ ⁹⁷⁸ ⁹⁷⁹ ⁹⁸⁰ ⁹⁸¹ ⁹⁸² ⁹⁸³ ⁹⁸⁴ ⁹⁸⁵ ⁹⁸⁶ ⁹⁸⁷ ⁹⁸⁸ ⁹⁸⁹ ⁹⁹⁰ ⁹⁹¹ ⁹⁹² ⁹⁹³ ⁹⁹⁴ ⁹⁹⁵ ⁹⁹⁶ ⁹⁹⁷ ⁹⁹⁸ ⁹⁹⁹ ¹⁰⁰⁰

Handwritten notes and diagrams on the right page, including a table titled "Ratikan" and various lists of items.

Ratikan	
1. Ratikan	...
2. Ratikan	...
3. Ratikan	...
4. Ratikan	...
5. Ratikan	...

Other handwritten notes and diagrams are present on the page, including a table titled "Ratikan" and various lists of items.


Appendix 10: TREATMENT




Appendix 11: POST-TEST RESULT

(GOOD)


1) Vocabulary




NO	ADJECTIVE	NOUN
	long	tail
	sparkling	eyes
	gray	skin
	big	nose
	big	body




NO	ADJECTIVE	NOUN
	wide	ears
	long	legs
	big	body
	two	ivory
	long	trunk



NO	ADJECTIVE	NOUN
	one	horn
	short	legs
	cone	ears
	hard	body
	gray	skin



NO	ADJECTIVE	NOUN
	small	eyes
	golden yellow	skin
	sharp	fins
	snout	mouth
	slippery	body



NO	ADJECTIVE	NOUN
	Strong	shell
	Slimy	body
	Two	tentacles
	Coiled	shell
	Soft	body

- F. BURGER
1. Bread

2. Onion

3. Lettuce

4. Beef

5. Cheese
- Habiit: in the ground or on the tree

2) Language use

PICTURE 10



No	Subject	Activity
	The brother in red shirt	The brother eats an apple.
	The mother	The mother cooks in the kitchen
	The father	The father scolds the young brother.

PICTURE 8



No	Subject	Activity
	The little girl in pink	The little girl in pink hangs on the tree trunk
	The boys	The boys swim in the river
	Boy and Girl	Boy and girl play kites
	The birds	The birds fly on the sky



No	Subject	Activity
1.	The little girl	<i>The little girl cuts a banana.</i>
2.	The young man	<i>The young man in a white shirt and grey pants sits on a garden chair.</i>
3.	Man and woman	<i>Man and woman plant one tree in the garden.</i>
4.	The man in blue jacket	<i>The man in blue jacket picks up trash in the garden.</i>
5.	The man on the road	<i>The man on the road rides his bicycle.</i>

3) Organization

My classmate name is Ghara. He is a nice and friendly boy. Ghara has short black hair and black eyes. He is tall and slim. He often wears a simple sturdy shirt and sarong when goes to mosque. Ghara is always kind to his friends and likes to help them with their homework. Every day, he plays football with other boys after school. He also enjoys reading comic books during his free time. Ghara is a good friend who is always fun to be around.

Clara is a close friend known for her cheerful personality and attractive appearance. She has long dark brown hair, bright green eyes, and a slender figure, standing about 165 cm tall. Clara often wears stylish, comfortable clothes in bright colors that match her positive mood. She is friendly, sociable, and always ready to help. Clara reads every night before bed and is active in volunteer work, such as teaching children. She also enjoys gardening, caring for her small garden at home. Overall, Clara is energetic and kind, making her a valuable and inspiring friend.

4) Mechanic

Exercise 1

Cats are one of the most popular pets in the world. What makes cats such popular pets. Cats have slender bodies and soft, silky fur. Can you describe the different colors of a cat's fur? The colors can range from white, black, and brown to brindle. Cats have large sharp eyes and erect ears that can move to detect sounds around them. Why do you think cats need such sensitive ears? Cats also have very sharp claws that they use for scratching and climbing trees. How do sharp claws help cats in their daily activities. Do you know that cats can sleep up to 16 hours a day? Why do cats need so much sleep? They are nocturnal animals and tend to sleep during the day. What does it mean for an animal to be nocturnal? Cats are independent animals, but they can also be very affectionate with their owners. In what ways do cats show affection to their owners? They often show affection by rubbing their heads or sitting on their owners' laps. How do these behaviors express their affection.

Exercise 2

Dogs are one of the most loyal pets and can be great companions to humans. Dogs come in all sizes and types of fur, from short to long, and their colors can vary greatly. Dogs have a very keen sense of smell and ears that can detect sounds at a higher frequency than humans can. Dogs are also very active and require regular physical exercise every day. Did you know that dogs can learn a variety of tricks and commands? They are often trained to assist with human tasks, such as working as bloodhounds or guide dogs. Dogs are very social and enjoy interacting with humans and other animals. They show affection by licking or wagging their tails.

Exercise 1

Horses are majestic animals known for their strength and grace. They have long legs and a mane of hair that flows from their neck. Horses come in various colors, including black, brown, and white. They are used for many purposes, such as riding, racing, and working on farms. Horses are also known for their intelligent nature and ability to form strong bonds with humans.

Exercise 2

Owls are nocturnal birds known for their silent flight and keen sense of hearing. They have large eyes that help them see in low light and a sharp beak for catching prey. Owls often have feathers that provide camouflage in their natural habitats. They use their talons to grab and hold onto their prey. The barn owl and the snowy owl are two well-known species with distinct appearances.

Exercise 1

Mike is a tall and athletic person. He works out at the gym regularly and is very health-conscious. Mike always eats healthy food, and he doesn't miss his workout sessions. His friends often admire his dedication and discipline. Mike's favorite activities include running, weight lifting, and practicing yoga. He has a lot of energy and enthusiasm, which he uses to motivate his friends to live a healthy lifestyle.

Exercise 2

Sarah has long, curly hair, and she is always very kind. She doesn't like to speak loudly and always tries to listen carefully. Sarah has a bright smile that can cheer up anyone's day. She loves to read books, and she also enjoys cooking new recipes. Sarah and her friends enjoy reading books together on weekends. She always takes time to help her friends and is always there when they need her.

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5) Content

Subject	Description
Physical appearance	She has blue eyes, a long tail, and sharp teeth that can be a bit scary. Her whiskers give her a funny appearance.
Habitat	at home
Diet	Cuty diet is not mentioned in the text, but usually, domestic cats eat food provided by their owners. This food can be dry, wet, or a mix of both.
Social behavior	However, when Cuty is angry or hunting prey like mouse, she becomes quite intimidating with sharp claws and a growl that resembles a tiger. Despite this, when she's calm again, her owner loves playing with her and enjoys their time together.

Subject	Description
Physical appearance	Hero is a pet iguana with brown skin and a faint black band around its tail. Despite its name, Hero is not green. It is 40 cm long and weighs around 2.5 kg.
Habitat	at home
Diet	Hero loves eating vegetables like water spinach, carrots, and cucumbers, but is also sometimes fed small insects to help keep its bones healthy.
Social behavior	Hero looks like a small dragon with scales on parts of its body and strong legs, which are useful for swimming and climbing trees.

Picture 4

C. Instructions: Describe the people on the side!



1. how does he look physically?
2. how is the habit?

He is my good teacher. He is very tall with short hair and glasses on his eyes. He love taking pictures and enjoy teaching us all the time. He is very cool and smiles when we tease him.

D. Instructions:

- a. Look up the noun and adjective vocabulary of the animal picture next to it.
- b. fill in the table below

PICTURE 5

1. The color jalangkote is golden brown
2. The texture jalangkote is crispy on the outside and slightly soft in the inside after frying.
3. the shape jalangkote is typically shaped like a half moon
4. The smell jalangkote has a savory and slighty spiced smell
5. The main flavor of jalangkote is savory, with a blend of spices and seasonings from the filling
6. The main ingredients in this jalangkote are flour, water, egg, vegetables, noodles and potato.

(FAIRLY)

1) Vocabulary



NO	ADJECTIVE	NOUN
	Small	goldfish
	Orange	body
	Wide	fins
	Round	eyes
	Short	tail



NO	ADJECTIVE	NOUN



NO	ADJECTIVE	NOUN
	Large black	buffalo
	Strong	body
	Sharp	horns
	Thick	skin
	Strong	legs



NO	ADJECTIVE	NOUN
	Wide	ears
	Long	trunk
	Thick	legs
	Short	tail
	Big gray	skin



NO	ADJECTIVE	NOUN

E. Instructions: write 5 vocabulary words for the animal above about its physique and habits.

PICTURE 6



G. Instruction: look at the pictures of the two foods below, choose one and describe what ingredients are used in the food!

PICTURE 7



- 1. Bread
- 2. Onion
- 3. Tomato
- 4. Lettuce
- 5. Beef
- 6. Cheese

2) Language use

PICTURE 8



No	Subject	Activity
	The little girl in pink	The little girl in pink hangs on the tree trunk
	The boys	The boys swim in the river
	Boy and Girl	Boy and Girl play kites
	The birds	The birds fly on the sky

3) Organization

Clara is a close friend known for her lively personality and attractive appearance. She has long dark brown hair, bright green eyes, and a slender body, standing around 165 cm tall. Clara dresses in stylish, comfortable clothing, often in bright colors that reflect her positive mood. She is friendly, sociable, and always willing to help others. Her habits include reading before bed and volunteering especially teaching children at a local center. Gardening is her favorite hobby, where she tends to a small garden with flowers and vegetables. Clara is full of energy kindness and is a valued friend.

Fried rice is one of Indonesia's most popular specialties. The dish is often garnished with cucumber and tomato slices, along with a sprinkling of fried onions, and is served on a flat plate with a golden brown color. The aroma of fried rice is very appetizing, with the scent of garlic and sweet soy sauce spreading throughout the room as it cooks. The main ingredients of fried rice include rice, shallots, garlic, sweet soy sauce, and egg. It is usually served as breakfast, lunch, or dinner, accompanied by crackers, pickles, and a sunny side up egg on top. The texture varies, with the rice being chewy and slightly dry, while additional ingredients like chicken, prawns, and vegetables offer different textures. The taste is savory and slightly spicy, depending on the seasoning used. Fried rice is typically enjoyed with a spoon or fork.

4) Mechanic

Exercise 1

Owls are nocturnal animals known for their ability to see in the dark. Owls have large, round eyes and soft feathers that are usually brown or gray. Owls are also known for their very good hearing; they can hear sounds from a long distance and locate their prey accurately. Do you know that owls have very sharp and strong talons? They use these talons to catch their prey. Owls usually eat mice, insects, and other small animals. Owls are solitary animals and are rarely seen with other owls. They are more active at night and sleep during the day.

Exercise 2

Birds are remarkable animals known for their ability to fly. They have feathers that come in a variety of colors and patterns. Many birds build nests in trees or on buildings to protect their eggs. They have a keen sense of sight, which helps them find food and avoid dangers. Birds also use songs to communicate with each other and attract mates. Some birds, like parrots, can even mimic human speech.

Exercise 1

Horses are majestic animals known for their strength and grace. They have long legs and a mane of hair that flows from their neck. Horses come in various colors, including black, brown, and white. They are used for many purposes, such as riding, racing, and working on farms. Horses are also known for their intelligent nature and ability to form strong bonds with humans.

Exercise 2

Owls are nocturnal birds known for their silent flight and keen sense of hearing. They have large eyes that help them see in low light and a sharp beak for catching prey. Owls often have feathers that provide camouflage in their natural habitats. They use their talons to grab and hold onto their prey. The barn owl and the snowy owl are two well-known species with distinct appearances.

5) Content

Subject	Description
Physical appearance	She has blue eyes, a long tail, and sharp teeth that can be a bit scary. Her whiskers give her a funny appearance.
Habitat	at home
Diet	Cuty eats mouse
Social behavior	When she is angry or want catch her prey like mouse, she is very scary me. Her paws is look sharp and long. Her sound also change like tiger sound. I never approach her when she is angry.

Subject	Description
Physical appearance	Hero is a pet iguana with brown skin and a faint black band around its tail. Despite its name, Hero is not green. It is 40 cm long and weighs around 2.5 kg.
Habitat	at home
Diet	Hero likes eating vegetables like water spinach, carrots, and cucumbers, but is also sometimes fed small insects to help keep its bones healthy.
Social behavior	Hero looks like a small dragon with scales on parts of its body and strong legs, which are useful for swimming and climbing trees.

Sir
Th Picture 4

C. Instructions: Describe the people on the side!



1. how does he look physically?
2. how is the habit?

The picture beside is my English teacher. He is very tall, with a straight posture and short black hair, and he wears glasses that frame his eyes. He likes to take photos. Besides that, he teaches us patiently in class. He is very kind and patient, and he is the only teacher who can get along well with his students

1. The main color of jalangkote is golden yellow
2. The texture jalangkote is crispy outside and soft inside
3. The shape of jalangkote half circle
4. The smell of jalangkote is savory
5. the main flavory of jalangkote is salty and spicy
6. The main ingredients of jalangkote is flour, water, vegetables and noodles.

D. Instructions:

- a. Look up the noun and adjective vocabulary of the animal picture next to it.
- b. fill in the table below

PICTURE 5

Appendix 11: Table scores pre-test, post-test and Tabulation

Table 4.1

The Score of Students' Writing Skills in the Pre-test

No	Sample	Five Aspect Of Writing Assessment					Jumlah	Score of
								Test
		Vocabulary	language use	Organization	Mechanic	Content		
1	R1	2	1	1	1	2	7	28
2	R2	2	1	1	2	2	8	32
3	R3	2	1	1	1	1	6	24
4	R4	1	1	1	2	1	6	24
5	R5	3	2	1	1	3	10	40
6	R6	1	2	1	1	2	7	28
7	R7	1	1	2	2	2	8	32
8	R8	2	1	1	1	2	7	28
9	R9	1	2	1	1	2	7	28
10	R10	2	1	1	2	2	8	32
11	R11	2	1	1	2	1	7	28
12	R12	1	1	2	1	2	7	28
13	R13	2	1	1	2	2	8	32
14	R14	3	1	1	2	2	9	36
15	R15	3	2	2	2	3	12	48
TOTAL		28	19	18	23	29	117	468

MEAN SCORE

31,2

Table 4.1
The Score of Students' Writing Skills in the Post-test

No	Sample	Five Aspect Of Writing Assessment					Jumlah	Score of
								Test
		Vocabulary	language use	Organization	Mechanic	Content		
1	R1	2	2	3	2	3	11	44
2	R2	3	3	3	3	4	15	60
3	R3	3	3	3	3	3	14	56
4	R4	4	2	2	2	3	15	60
5	R5	3	2	3	2	4	14	56
6	R6	3	3	3	3	3	15	60
7	R7	3	2	3	2	3	14	56
8	R8	3	2	3	2	4	14	56
9	R9	4	3	3	3	3	15	60
10	R10	4	2	3	2	3	14	56
11	R11	2	2	3	2	4	12	48
12	R12	3	2	3	2	4	13	52
13	R13	3	2	3	2	3	14	56
14	R14	4	3	3	3	4	18	72
15	R15	2	2	2	2	2	10	40
TOTAL		46	35	43	35	50	208	832

MEAN SCORE

55,4667

t Distribution						
Degrees of freedom	α					
	.005	.01	.025	.05	.10	.25
	(one tail) .01 (two tails)	(one tail) .02 (two tails)	(one tail) .05 (two tails)	(one tail) .10 (two tails)	(one tail) .20 (two tails)	(one tail) .50 (two tails)
1	63.657	31.821	12.706	6.314	3.078	1.000
2	9.925	6.965	4.303	2.920	1.886	.816
3	5.841	4.541	3.182	2.353	1.638	.765
4	4.604	3.747	2.776	2.132	1.533	.741
5	4.032	3.365	2.571	2.015	1.476	.727
6	3.707	3.143	2.447	1.943	1.440	.718
7	3.500	2.998	2.365	1.895	1.415	.711
8	3.355	2.896	2.306	1.860	1.397	.706
9	3.250	2.821	2.262	1.833	1.383	.703
10	3.169	2.764	2.228	1.812	1.372	.700
11	3.106	2.718	2.201	1.796	1.363	.697
12	3.054	2.681	2.179	1.782	1.356	.696
13	3.012	2.650	2.160	1.771	1.350	.694
14	2.977	2.625	2.145	1.761	1.345	.692
15	2.947	2.602	2.132	1.753	1.341	.691
16	2.921	2.584	2.120	1.746	1.337	.690
17	2.898	2.567	2.110	1.740	1.333	.689
18	2.878	2.552	2.101	1.734	1.330	.688
19	2.861	2.540	2.093	1.729	1.328	.688
20	2.845	2.528	2.086	1.725	1.325	.687
21	2.831	2.518	2.080	1.721	1.323	.686
22	2.819	2.508	2.074	1.717	1.321	.686
23	2.807	2.500	2.069	1.714	1.320	.685
24	2.797	2.492	2.064	1.711	1.318	.685
25	2.787	2.485	2.060	1.708	1.316	.684
26	2.779	2.479	2.056	1.706	1.315	.684
27	2.771	2.473	2.052	1.703	1.314	.684
28	2.763	2.467	2.048	1.701	1.313	.683
29	2.756	2.462	2.045	1.699	1.311	.683
Large (z)	2.575	2.327	1.960	1.645	1.282	.675

Appendix 12:Pre-Test



In this picture, students paid attention to the researcher who explained the problem to be worked on and the steps to solve it.



In this picture, students worked on the given task.

Appendix 13: Treatment



In this picture, the researcher opened the class by providing an introduction to the material and explaining the learning objectives.



The researcher taught the students how to apply Canva, starting with accessing Canva and introducing important features that would be used in the learning process.



Students access canva via web chrome.



In this picture, the researcher explained the material to the students. Prior to this, the researcher had distributed the material to each student through a link.

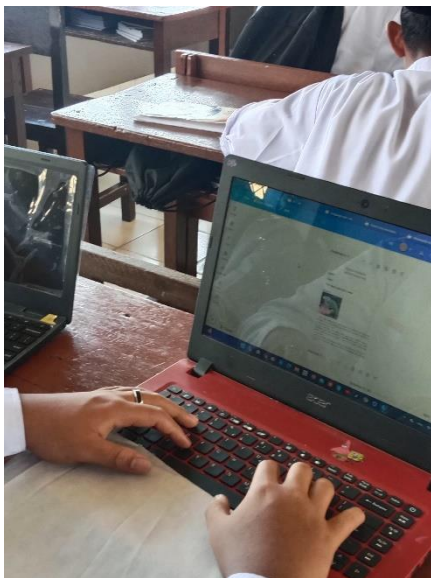


In this picture, the students worked on the worksheets in groups that had been provided by the researcher.

Appendix 14: Post-Test



The researcher explained to students
how to take the post-test through
canva



Students take the post-test through canva

BIOGRAPHY



Sutriani S was born on Desember 10th 2000 in Majapahit. She is the thirth child of the couple Suhaddin and Andriani Syam. When she was six years old, she started school in SDN 1 Tolemo and graduated in 2013. After that, she continued studying at SMPN 2 Pakue ; she graduated 2016. Then, she continued her studies SMAN 1 Pakue. She continued again for degree (S1) in the state Islamic Institute of Palopo (IAIN). She retrieved the English Education Study Program in Tarbiyah and Teacher Training Department. She wrote her thesis with the tittle ” ***TEACHING WRITING SKILL BY USING CANVA APPLICATION FOR THE TENTH GRADE STUDENTS OF MUHAMMADIYAH BOARDING SCHOOL PALOPO.***”