EXPLORING CANVA APPLICATION TO WRITE ANNOUNCEMENT TEXT

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ABSTRACT: One digital industrial technology of revolution 4.0 that may help students with their writing issues is Canva since this app can be an appealing and captivating medium to foster their writing. The purpose of this study was to determine whether writing achievement among students at SMP Negeri 1 Sungai Pinang who received instruction using the Canva App differed significantly from that of those who did not. The current research used a quasi-experimental design. The study's samples included 66 students chosen using the purposive sampling method. Students were placed into two groups: experimental and control. A written test was used to collect the data which consisted of five topics. The result of the independent sample t-test found that the value of t-obtained was 10.897 at the significant level $p < 0.05$ in two-tailed testing and the degree of freedom was 70, the critical t-table was 1.997. Since the value of t-obtained was higher than the critical value t-table (1.997) and ρ-value (0.00) lower than α_{value} (0.05). The null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It indicated that students who were taught using the Canva App and those who were not had a significant difference in writing achievement abilities.

Keywords: *announcement text, Canva app, writing text*

PROMOSI PENULISAN TEKS PENGUMUMAN MELALUI APLIKASI CANVA

ABSTRAK: Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat perbedaan yang signifikan dalam prestasi menulis antara siswa SMP Negeri 1 Sungai Pinang yang diajar melalui aplikasi Canva dan siswa yang tidak diajar melalui aplikasi Canva. Eksperimen kuasi digunakan dalam penelitian ini. Sampel penelitian berjumlah 66 siswa yang diambil dengan menggunakan metode purposive sampling. Siswa dibagi menjadi dua kelompok, kelompok eksperimen dan kelompok kontrol. Tes tertulis digunakan untuk mengumpulkan data yang terdiri dari lima topik. Berdasarkan uji Independent Sample t-test diperoleh nilai t-dapat diperoleh sebesar 10,897 pada taraf signifikan $p < 0.05$ pada pengujian dua pihak dan derajat kebebasan sebesar 70, t-tabel kritis sebesar 1,997. Karena nilai t-dapat diperoleh lebih tinggi dari nilai kritis t-tabel (1,997) dan Pvalue (0,00) lebih rendah dari αvalue (0,05). Hipotesis nol (Ho) ditolak dan hipotesis alternatif (Ha) diterima. Artinya, terdapat perbedaan yang signifikan dalam prestasi menulis siswa antara siswa yang diajar melalui aplikasi Canva dan yang tidak.

Kata kunci: *teks pegumuman, aplikasi Kanva, menulis*

INTRODUCTION

Writing is one of the key language abilities. Saragih et al., (2014, p. 57), explained that people can communicate, convince, and express their feelings through writing. In addition, writing has vital role in learning English. Paulia (2021, p. 95) stated that writing is thought to play a key part in producing the language needed for worldwide understanding. Writing is a system of communication to encourage students' creativity by expressing their knowledge into paragraphs. Kartawijaya (2018, p. 153) say that writing is very important for every student which is the reader can easily understand what the writer has been written and make the students' catch the ideas. In conclusion, it is very important to encourage students' creativity by expressing their feel or idea into written form.

Unfortunately, writing activity is not as simple as writing down some words on a paper, but it is a difficult activity, many students find it difficult to master it. According to Ariyanti and Fitriana (2017, p. 116-118), there are five problems of writing, they are: (1) grammar: It is the major problem of writing because students frequently missed using appropriate tense, subject-verb agreement, pronouns, the word order, the use of auxiliary and articles; (2) coherence: Students should write thesis statement in forming of every topic sentence on body paragraphs. In fact, they did not put it on introductory paragraph so all the ideas exist in all paragraphs were not connected each other; (3) cohesion: students did not start paragraphs with indented line. Furthermore, they wrote so many sentences that makes paragraphs to long and not readable; (4) diction: the difficulties of choosing the correct words; (5) misspelling vocabulary: it makes the low quality of their written. Therefore, students must understand about the material, structure, topic, and the relationship of their written each other.

Furthermore, Azizah (2019, p. 44) stated that the time constraints, rules unique to their native tongue, and other writing elements like proper spelling, suitable word choice, and fundamental grammar, punctuation, and letter formation, make it difficult for learners to practice writing in class. In conclusion the challenges of students in writing activity influenced by; time, mother tongue, grammar, spelling, vocabulary, and punctuation.

Since writing paragraphs is not easy, it involves much work and practices. Based on Alsmari (2019, p. 44), writing is not easy since it requires a number of processes to be carried out before the writer can put pen to the paper. Students tend not to be interested to start writing paragraphs in English. Kartawijaya (2018, p. 153) reported that due to a lack of writing models and guidance, learners struggle to arrange their ideas and become uninterested in studying.

Additionally, students should learn the announcement text, among other texts. Based on Zahra et al., (2021, p. 15), one of the brief functional texts taught in the eighth grade of junior high school is called an announcement. Yuliyani et al., (2020, p. 44) stated that an announcement text is a text that the public submits and is distributed to others. Moreover, announcement text is a text used to inform other people about an event (Arifah and Subekti, 2020, p. 64). In addition, based on Brutu et al., (2019, p. 43), announcement text aim to enlighten readers or the public on a topic so that they are aware of the what, where, and when of it. Hence, announcement text is short functional text to inform people or the readers about information for the public.

Nevertheless, the students sometimes face the difficulties in written announcement text. According to Brutu et al., (2019, p. 43), say that the following are some of the elements that contribute to the challenges students face when producing

announcement texts: low motivation, difficulty expressing ideas, lack of interest on the part of the students, poor comprehension of grammar and vocabulary, instructional strategies, facilities, environment, and inadequate learning materials. In addition, problems arise when a teacher assigns students to compose announcement texts in various contexts. Putra and Rosa (2014, p. 25) stated that when the teacher asks the class to write an announcement with a different scenario, the students appear to be hesitant about what to write because they cannot supply many ideas for announcements. Based on Khairunnisak and Rosa (2018, p. 702), students face various challenges when writing an announcement text. For example, they may believe that writing an announcement text is unimportant because the teacher only asks them to write it without providing any justification; they may take longer to come up with an announcement text idea; they may have a limited vocabulary; they may not pay attention to the teacher when the teacher explains the announcement text; or the teacher may rarely introduce the vocabulary that is typically used in announcement text writing. In short, an announcement text seems easy to write but most of the students still have difficulties when the teacher asks them to make announcement text.

Therefore, teachers should find interesting media or techniques to motivate students in teaching writing announcement text. Hence, the teacher has to find effective and interesting media or techniques to attract students to learn writing. Rezkyana and Agustini (2022, p. 71) stated that teachers have to do more simply in teaching and making learning English more fun for their students.

Furthermore, to make learning languages more interesting for students, teachers use media technology in the learning process. Li (2014, p. 11) stated that technology for teaching language can increase students' motivation and make it more interesting. Besides, technology may play a vital role in helping students develop their creativity and offers them engaging, entertaining, and stimulating ways to study language, therefore students should use it to improve their language proficiency (Ahmadi, 2018, p. 122). It can be an alternative to increasing the creativity of the students. Based on Fauziyah et al., (2022, p. 6368), technology aims to make skill exploration easier, especially for young children studying foreign languages. As a result, Canva is one piece of technology that educators can employ as media.

Canva is an application graphic design tool that was created in 2012. It is a free online tool that is used to create presentations, videos, social media posts, posters, logos, and more. Mudinillah and Rizaldi (2021, p. 20) stated that the Canva application is a web-based package program that offers a range of tools and applications, including banners, resumes, presentations, certifications, posters, logos, and invites. Furthermore, with drag-and-drop formats and access to millions of images, graphics, and fonts, Canva is a website that offers graphic creation tools (Yundayani et al., 2019, p. 170). It also provides photo filters, free icons, shapes, and millions of images. There are many templates to choose from in the Canva application. Titiyanti et al., (2022, p. 709) reported that Canva has more than 250.000 templates available. Therefore, this tool can be used for various aspects, especially education.

Canva is easy to access through the website or download from the app store. According to Wijayanti (2022, p. 424), Canva is a simple-to-use resource for teaching English. Additionally, people can choose this application for free. Based on Willenborg (2017, p. 17), users can access paid material on Canva for $1 per element or template with a free membership. By using Canva, teachers use learning digital media to motivate students in writing. Nurhidayat (2021, p. 95) stated that Canva, a technologically

facilitated visual media platform, has been recognized as a promising tool for augmenting students' involvement in the writing process.

In addition, Canva is an attractive design for teachers and educators, with a variety of features that are easy to access through laptops and smartphones so that it can encourage the teachers' and students' creativity. Furthermore, there are several advantages to using the Canva application: (1) it offers a wide range of eye-catching designs; (2) it is equipped to enhance teachers' and students' creativity when creating educational materials given the abundance of materials available; (3) it takes little time to complete the design process; and (4) it is not necessary to use a PC for Canva design; instead, it can be completed using a device (Mudinillah & Rizaldi, 2021, p. 21). Kurniwati and Nugraha (2023, p.235) clarified that Canva has several benefits for students: (1) it makes learning more enjoyable; (2) it is simple to use; (3) it can boost students' creativity when designing; (4) it can enhance their writing abilities; (5) it can streamline the writing process; (6) it facilitates group collaboration; (7) it helps students concentrate and focus during learning activities; and (8) it can be used for other subjects.

Based on the explanation above, Canva is the industrial technology of revolution 4.0 media digital that can be a solution to the students' problems in writing. It will be the newest, most attractive, and interesting media for them. Therefore, teachers use Canva to apply this application in the school to improve students writing announcement text. Thus, this research aimed to assess whether students who received instruction using the Canva applications and those who did not significantly differed in their ability to write announcement texts.

METHODOLOGY

The experimental method was applied in this study. The populations of the study were the students in the eighth grade of SMP N 1 Sungai Pinang. Purposive sampling was used to conduct this study. Two classes were taken as a sample based on the criteria, for instance, they were in the same level of English. The students' average scores of English achievements are 71 and they were taught by the same teacher of English. Moreover, two classes were chosen for the experimental group and control group by lottery. As a result, VIII.3 was selected as the group and VIII.4 as the control group.

A written test was used to collect the data. The test contained five topics of announcement text. The writer arranged the test into two parts: pre-test and post-test, including experimental and control groups. The pre-test was given to know the difference between students' writing achievement before the treatment from the experimental group and the control group. The post-test was given to determine the difference between students' writing achievement after the treatment from the experimental group and the control group. The data was analyzed using a t-test.

FINDINGS AND DISCUSSION

The paired sample statistics of the experimental group were calculated in the pre-test. It was found that the mean score was 40.379, the standard deviation was 4.425, and the standard error mean was 0.770. Meanwhile, in the post-test, the mean score was 81.5152, the standard deviation was 4.282, and the standard error mean was 0,745. Based on the result dependent sample t-test, it was found that the mean score of the post-test

experimental group was 81.5152, the standard deviation was 4,28202, the standard error means 0.74540 and the value t-obtained was 42.515, at the significant level p<0.05 in two-tailed testing with df= 32. Since the value of t-obtained (42.515) was higher than the critical value of table (2.0369) and $\mathbf{P}_{value}$ (0.00) lower than $\mathbf{\alpha}_{value}$ (0.05). It meant that the Canva application could improve students' writing achievement.

Based on the calculation of the paired sample statistics of the control group, in the pre-test, it was found that the mean score was 41.363, the standard deviation was 4.37906, and the standard error mean was 0.76230, meanwhile, in the post-test, the mean score was 67.273, the standard deviation was 6.167, and the standard error mean was 1,073 and the value t-obtained was 21.847, at the significant level p<0.05 in two-tailed testing with df= 32. Since the value of t-obtained (21,847) was higher than the critical value of table (2.0369) and $\mathbf{P}_{value}$ (0.00) lower than $\mathbf{\alpha}_{value}$ (0.05). It meant that the students in the control group also had progress after learning to write the announcement text.

Determined by the calculation using SPSS version 26, the value of t-obtained was 10.897, at the significant level was 0.000 (p<0.05) in two-tailed testing with df= 64 the critical value of t-table= 1.997. Since the value of t-obtained (10.897) was higher than the critical value of the t-table (1.997) and $\mathbf{P}_{value}$ (0.00) lower than $\mathbf{\alpha}_{value}$ (0.05), the null hypothesis was rejected and the alternative hypothesis was accepted. It meant that there was a significant difference in writing announcement text between students who were taught by using the Canva application and of those who were not

Discussion

As shown in the results above, students in the experimental group had a progress score before and after treatment. By allowing students to participate in the writing process and get hands-on practice, the Canva tool can help them create better announcement texts. Students also could improve their creativity by using the features and templates available in the Canva application.

Moreover, following their instruction in composing announcement texts, the control group kids also made improvements and were able to understand the lesson that the teacher had given them. It could improve because the students knew and studied writing announcement text.

Furthermore, an independent sample t-test revealed a significant difference in writing achievement between students who received instruction using the Canva application and those who did not. After treating the experimental group with the Canva application for writing announcement texts, there was a significant rise in the writing announcement text achievement of the students who received instruction using the Canva application compared to the students who did not receive it. Students' drafting of announcement texts is assisted by the Canva application. The Canva application helps learners with text design. Canva's capabilities made it easier for students to develop writing ideas. They were able to design the text's substance and organization with the aid of the Canva template. Additionally, Canva enhanced their critical thinking and creative abilities. Furthermore, the Canva editing application was simple, enjoyable, and enjoyable. Thus, students may be inspired to write announcement texts by using the Canva application. In line with Jumami (2019, p. 64), by applying the Canva application, students can improve their writing skills more easily and enjoyably while also being inspired to study English through creative writing. To sum up, creating announcement

texts using the Canva application was a great way to boost kids' interest and develop their writing abilities.

CONCLUSION

The independent sample t-test revealed a significant difference between the writing achievement of students who were taught using the Canva application and those who were not. As a result, English teachers can use the Canva application to improve their students' writing skills. Students benefit from the Canva application since it allows them to design, produce ideas, and express creativity. It may be concluded that Canva is an effective tool for encouraging students to develop announcement material.

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