

# The Effectiveness of Using Canva Toward Students Writing Ability of Achievement Student of SMP Negeri 3 Mardinding

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**Abstract:** Many junior high school students do not understand the importance of writing for student achievement. This study intends to determine whether or not the use of the Canva application is effective as a medium for student achievement in writing. This research uses quantitative methods. The instruments used in this study were interviews and tests. Respondents in this study were students of class VIIIA and class VIIIB of SMP Negeri 3 Mardinding. The results showed that the effectiveness of Canva on students' writing skills was that there were 25 students in class VIIIA and 25 students in class VIIIB, and class VIIIB learned to write using Canva in the computer laboratory. and class VIIIA don't use canva. It turns out that learning to use Canva is more effective than not using Canva. class VIIIB understands and understands Canva better because they directly use it, this can be seen from the test results that students are more creative in writing compared to students who do not write from Canva.

**Keywords:** Student, The effectiveness, Writing, Achievement, Canva

## I. INTRODUCTION

Little time is devoted to teaching writing or using writing as a toll to support learning. In the middle grades, it is expected that students will learn to write for a variety of purposes and will use writing to remember, organize, and construct knowledge of material and reading across certain disciplines. According to Pawliczak, J. (2015). Creative writing is the best way to improve students' writing skills. As one of my students wrote Creative writing opens your mind to different things, you can see the world in ways you haven't seen before. From explanation above, Writing requires creativity so that the activities carried out can maximize creativity in a variety of different ways, both in terms of thought and creativity.

Writing all messages or intentions of the author will be able to understood by readers. But in reality, Writing skills activities have many internal constraints application. Students find it difficult to write, can't develop ideas and ideas to be in written form. In the process of learning English as a foreign language in Indonesia, it is still a scourge for most students in Indonesia. To find out the difficulties of students in the process of learning English. This means that the writing development of SMP NEGERI 3 MARDINGDING is still lacking and needs attention. given the importance of these writing activities, writing skills really need to be improved so that students become skilled at writing.

Canva can be integrated to promote learning.the authors state that visuals in the classroom,including canva, can serve multiple purposes such as : 1) Making abstract ideas concrete; 2) To motivate student ; 3) Give direct attention ; 4) To give direct attention ; 5) Remembering previous knowledge ; and 6) To reduce our efforts, canva is believed to be a tool to move with just a few clicks from an abstract idea to a concrete sitemap. In addition,it can create a positive learning environment though the facilities provided, thereby influencing student concretration, memeory and attitude. If students feel positive about them situations, they will also fell more positive about what they are doing and will be more willing to participate through direct attention in our process and it becomes easier to recall. The resume reason for interests to this title is that as we know, many students in this global era feel trivial about writing knowledge, so it is important for children at SMP Negeri 3 Mardinding to know the function of the Canva application for writing creativity, as well as add direct knowledge as a means of acquiring good writing skills. be the most important learning. Why

canva is so important in writing according to Pawliczak, J. (2015). Creative writing is the best way to improve students' writing ability. As one student wrote, creative writing opens students' minds to various things, students can see the world in ways they have never seen before. Writing requires creativity so that the activities carried out can maximize creativity in a variety of different ways, both in terms of thinking and creativity. Regarding the benefits of this canva application then a research is needed on how "the effectiveness of the canva application on achievement in writing skills" which is formulated in the research sub focus in terms of following: creative writing exercise in making ammination, powerpoint, posters, logos and others.

## II. RESEARCH METHODS

In this study will use a quantitative approach. Creswell (2014) states that quantitative research is an approach to test objective theory by examining the relationship between variables. According to Creaweel (2014) Experimental research seeks to determine whether certain treatments affect outcomes. This impact was assessed by giving a teaching test with group 1 using Canva and one group not using Canva then using the control class table and the experimental class table.

The approach to be used in this study is a sampling technique and data analysis using the t-test based on the existing sample and population.

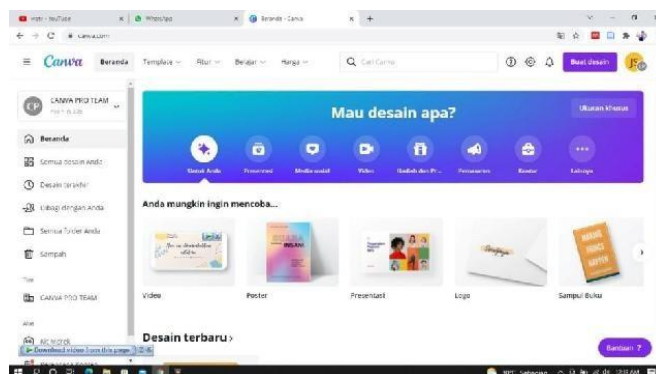
Table 1. Design of The Research

No	Group	Pre-Test	Treatment	Pro-Test
1	Experimental Class VII-1	X <sup>1</sup>	Using Canva application	X <sup>2</sup>
2	Control Class VII-2	Y <sup>1</sup>	Without using Canva application	Y <sup>2</sup>

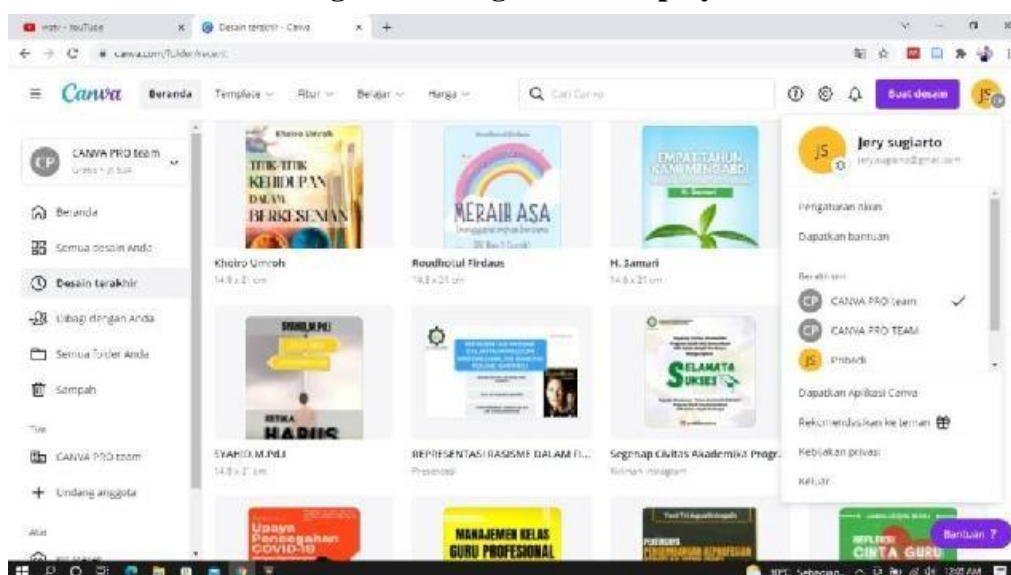
In this case the use of the population affects the characteristics of the existing sample, while the population to be taken by the author is class VIIIA 25 students and class VIIIB 25 students. The reason why the population is taken is to determine the significant level accurately when sampling.

For this reason, the author describes making tests that use applications and not to find out class boundaries and conditions that can be applied to one class and other classes that apply good conditions.

And better understand how the results of the grouping. Through the Canva application by making creativity in the form of PowerPoint. Researchers will ask respondents to form groups of 5 people in one group, and make 1 PowerPoint creativity of 2 slides with a theme such as "Fruit" and ask students to describe the theme in PowerPoint.



**Figure 1. Design result display**



**III. RESEARCH RESULTS AND DISCUSSIONS**

The experimental group is the group that receives the variable being tested in an experiment. In this way, we can conclude the results in accordance with the activities involved, including grouping which creates a plan or writing design that contains the themes written by the researcher in the activity, and can be assessed significantly and then supported by written interviews, so that we can obtain good results accurate.

**Table 3. The scores of experimental class**

No	Group' Initial	Pre-test	Post-test
1	1. Keshea 2. Teovani 3. Arihta 4. Lauren 5. Gabriel 6. Hottua	450	540
2	1. Robetto 2. Dirli		

	3. Gadis 4. Ayumi 5. Hezkiel	325	475
3	1. Rizky 2. Benny 3. Egintaras 4. Ravael 5. Ade Rahmat 6. Taufik	480	570
4	1. Aribowo 2. Kristi 3. Ivan 4. Nafa 5. Celsi 6. Dio	400	425
5	1. Brema 2. Tommi 3. Vaya 4. Anggiat 5. Daus	425	450
	Total	2080	2460
	Mean	83,2	98,4

### Cotrol Class

The control group is a group that is separate from the rest of the experiment so that the independent variables tested cannot influence the results. This isolates the effect of the independent variable on the experiment and can help attribute alternative explanations of the experimental results. The most common control groups are those held under usual conditions so as not to experience changing variables. For example, if you want to explore the effect of Canva on student achievement in writing, then the control group does not use Canva on student achievement in writing.

### Data Analysis

Based on the above, the following table was the analysis on the score to find out deviation between pre-test and post-test.

### Analyzing Data Using the t-test

The t-test was used to find out whether the prepared text had an accurate effect on students' understanding of writing and was also used to test significance, the difference between the two ways.

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{S^2 \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where :

X1 = Mean score of experimental group

X2 = Mean score of control group

t = Number of t count

S = Number of Variance

n1 = Number of samples in experimental group

n2 = Number of samples in control group

### Experimental Group Data Analysis

The calculation of the mean and the other members of Experimental Group are as follows :

The lowest Data : 325

The highest Data : 570

There, the differences between highest data and lowest data was 20

### **Control Group Data Analysis**

The calculation of the other members of the control group is as follows:

The lowest data : 10

The highest data : 85

So, the differences between highest data and lowest data was 80

So, the calculation of t-count is:

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{(s^2/n_1 + 1/n_2)}}$$

$$t = \frac{(7,1 - 4,10)}{(30,945 \sqrt{(1/25) + 1/25})}$$

$$t = \frac{3}{(30,945 \sqrt{40})}$$

$$= \frac{3}{773,7}$$

$$t = 257,9$$

Through this test it can be concluded that a significant amount through Canva media learning writing is accepted but it cannot be said to affect student learning achievement through writing.

### **Discussion**

Based on data analysis, the two grades for class A and class B are different. The average posttest score for class VIII B is higher than class VIII A ( $98.4 > 71.6$ )

However, the differences were tested using the t-test. The results of the t test calculation show a t value of ( $7.1 > 4.10$ ). Presents that the use of Canva has a significant effect on student learning outcomes when writing errors.

## **IV. CONCLUSION**

After analyzing the data, conclusions were drawn: The writing learning outcomes of students who were treated using learning media showed a significant improvement. As a result, the average pretest to posttest for the experimental group showed 83.2 to 98.4 liking or being interested in design. Students in the experimental group were more comfortable and enthusiastic during the learning process. By using Canva, students can understand new writing more quickly and easily, thereby creating creative writing. In contrast to the experimental group, researchers found that students' desire to write without using Canva learning media did not show a very significant increase. As a result, the average of the pre-test to post-control group showed 53.0 to 71.6. This can happen because the method of use and how to use the circumstances and learning processes are different. Students find it very boring. The critical value is higher than the table value ( $7.1 > 4.10$ ). This means that there is a significant difference between the experimental group and the control group. Using Canva when teaching writing is better than using manual methods. Because, the situation of learning activities can become more interesting. Students in the experimental group made them more active in the writing learning process.

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