

INCORPORATING THE CANVA APPLICATION AS LEARNING MEDIUM IN TEACHING DESCRIPTIVE TEXT WRITING SKILL AT SENIOR HIGH SCHOOL

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Abstract

In the growing digital era, the use of technology in the learning process is very important to increase students' learning motivation. This study aims to investigate factors influencing students' difficulties in writing descriptive text and to find out students' responses to the use of the Canva application as a medium for learning writing in senior high school. This research uses a case study method with a qualitative approach. The subjects of this study were students of class X MIPA 5 at a high school in Karawang. Data were collected through observation, questionnaires, interview, and document analysis of students' work. In the interview, the researcher involved 5 students. The results showed that students gave positive responses to the use of Canva as a learning medium for writing descriptive text.

Keywords: Canva Application; Writing Skill; Descriptive Text; Learning Media; Senior High School

INTRODUCTION

Writing text is an important language skill to be taught at school, because this skill has an important role for students in improving his/her learning achievement. In this case, writing knowledge is not only obtained at school but can be learned anywhere, because writing is an important skill that in some cases cannot be separated from daily activities. To make students are ready with, students need to be taught with the skill. Therefore, language learning is needed by students to improve their competence and learning outcomes (Hidayat, 2019). Harmer (1998) claimed that writing skills are finally recognized as an important skill in language learning. However, currently there are many difficulties faced by students which make students less interested to learning writing.

These difficulties can hinder the student learning process. Rizkiyanto (2014) reported that the difficulties experienced when writing are common to many people in both educational and work contexts. However, if ignored these problems will continue to have a negative impact on students in particular. Furthermore, Alwasilah (2020) reported that compared to the other three skills, this skill is considered the most difficult language skill for students to achieve. In developing writing competence in junior high school, it is important for students to understand the basics of grammar and sentence structure. They should be taught how to use standard words, correct spelling and proper grammar.

The results of research on writing in English Mervat (2016) at Arab university, reported that differences in language structure, ways of expressing thoughts, writing styles, and other cultural factors greatly affect the writing of foreign language learners. Furthermore, a research conducted by Parmawati (2020) concluded that learning writing in a new language is not always easy, and grammar is the main difficulty factor that students often experience. Fahmi (2021) reported that students still have difficulty in writing because they have difficulty expressing and

exploring their ideas in writing. Therefore, students must struggle hard in writing and if someone does not write well then he/she will experience difficulties in the learning process, education, and work.

One solution that can cover these problems is to incorporate technology into learning. The rapid development of technology today requires us to technology both in everyday life and at school. Many teachers create interactive learning methods and media using technology in order to foster student interest in learning. Because the use of appropriate learning media can help students to develop imagination and increase enthusiasm when the learning process takes place, (Hidayat, 2022). The real evidence in the use of appropriate learning media is in student learning achievement, Arsyad (2018) learning achievement is evidence of student success that has been achieved in carrying out the learning process.

Advances in digital technology have become an important tool that can be used to enhance language learning. Furthermore Wegerif (2015) that technology in education can support students in achieving learning targets. Therefore, recently digital applications are seen as quite effective and interesting tools in mastering English learning (Matra, 2020). Currently, there are many digital applications that can be used as learning media in the english lessons. One of the applications that can be used as a media for learning writing is Canva. Canva application maybe is one of the solutions to cover these problems. The existence of Canva opens up new opportunities in creating learning materials and media that are not only informative but also interesting and interactive (Kusuma, 2023). The process of writing descriptive text using Canva application is the right thing to use in the learning process in junior high school, because Munisamy (2022) Canva is a platform that is quite flexible. Both teachers and students can customize the system for their teaching and learning activities.

METHOD

This study, used a qualitative approach. The data were taken in the form of words, pictures, and not numbers. The researchers used a case study as the research design to answer the research question. The reason of determining the case study is because the research examined in depth and thoroughly the factors make students experience difficulties in learning English, especially in text production. Data were collected using observation, questionnaires, interviews and document studies. Yin (2009) argues that the case study research method is an appropriate strategy for research that uses the main questions of how or why. Google form was used collect the data which the answers students give impact in writing descriptive text. Meanwhile for the interview, the were 5 students were selected by the researchers to answer questions about their responses to the use of the Canva application as a learning medium for writing descriptive text.

RESULTS AND DISCUSSION

Results

1. Factors Affecting Students' Difficulties in Writing Descriptive Text

a. Vocabulary

Learning English vocabulary is the most difficult part, especially in writing. Vocabulary is the cornerstone of language skills, as without adequate vocabulary students will find it difficult to express their ideas clearly and effectively. In English language learning, challenges in vocabulary acquisition can be caused by various interrelated factors, and understanding these factors can help in designing more effective learning strategies. Data findings conducted by the researcher at one of the high schools in Karawang showed that vocabulary was

the main difficulty in writing descriptive text. The following is a student interviews that shows the above problem:

Lumayan, karena keterbatasan kosakata yang membuat saya lumayan kesulitan untuk mempelajari teks deskriptif.

Not bad, because of the limited vocabulary that makes it quite difficult for me to learn descriptive text".

(Vignette 001: Student 08, Quisioner)

The first student replied that the limited vocabulary made it difficult for me. What about the second student's response:

Sulit dipahami, karna saya sulit mencari kosakata yang tepat untuk tulisan bahasa inggris saya.

It is difficult to understand, because I find it difficult to find the right vocabulary for my English writing.

(Vignette 002: Student 06, Quisioner)

The second student answered that it was difficult to find the right vocabulary.

Based on interviews student about difficulties in writing descriptive text, it shows that vocabulary is the main factor they often encounter in learning to write texts. The lack of vocabulary makes it difficult for writers to describe objects, situations or atmosphere with vivid and interesting details. This results in the text being less interesting to read.

b. Grammar

The second data finding is about grammar. Good grammar mastery is very important in writing descriptive text. Correct grammar ensures that the sentences used in descriptive text are easy to understand and interesting in conveying information. Students who lack understanding of grammar often have difficulty in composing correct and logical sentences. Errors in the used of tenses, sentence structure, and other grammatical errors can reduce the quality of writing and make it difficult to understand. The findings of yesterday's research are still many students who do not understand grammar in English. They often find it difficult to learn English because they don't understand grammar. The following is a student vignette that shows the above problem:

Sulit nya dalam tata bahasa karna ada perbedaan dari tata bahasa indonesia dan bahasa inggris, memahami bahasa nya juga cukup lumayan sulit.

It is difficult in grammar because there are differences from Indonesian and English grammar, understanding the language is also quite difficult.

(Vignette 003: Student 06, Quisioner)

The first student answered that there are grammatical differences between Indonesian and English. How about the second student's response.

Cukup sulit, karena ada beberapa kosa kata dan tata bahasa yang belum saya mengerti bahkan belum saya kenal.

It was quite difficult, as there were some vocabulary and grammar that I didn't understand or even recognize.

(Vignette 004: Student 10, Quisioner)

The second student answered that there was grammar that he did not understand.

Based on interviews student about difficulties in writing descriptive text, it shows that grammar is the second factor in these difficulties. This difficulty can come from a lack of understanding of the correct use of sentence structure. Errors in the use of grammar can reduce the clarity and effectiveness of descriptive texts. To overcome this difficulty, writers need to deepen their understanding of grammar and practice good writing. Constant practice and attention to detail will help in producing clearer and more interesting descriptive text.

c. Structure Text

The third data finding is about the structure of descriptive text. Many students have difficulty in producing descriptive texts that are interesting to read. One of the main factors that cause such difficulties is the lack of understanding of the text structure. The structure of descriptive text usually includes the introduction of the object being described, the description of physical properties, and the use of the five senses to provide clearer details. Students who do not understand this structure often have difficulty organizing their ideas logically and systematically. They may move from one idea to another without a clear flow, making the text incohesive and difficult to understand. The following is a student vignette that shows the above problem:

Suatu teks yang menjelaskan atau mendeskripsikan orang orang, binatang atau suatu benda baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain. Kesulitan saya dalam menulis teks deskriptif adalah tentang mempelajari struktur teks, saya masih sering tertukar antara kalimat yang harus di masukan di identifikasi dan deskripsi.

A text that explains or describes people, animals or objects in terms of their shape, characteristics, number and so on. My difficulty in writing descriptive text is about learning the structure of the text, I still often confuse the sentences that should be included in the identification and description.

(Vignette 005: Student 04, Quisioner)

The first student answered that it is often confused between identification and description. How about the second student's response:

Teks deskriptif seringkali digunakan untuk mendeskripsikan/menjabarkan sesuatu. Tetapi saya kesulitan dalam mengidentifikasi struktur teks deskriptif.

Descriptive text is often used to describe something. But I have difficulty in identifying the structure of descriptive text.

(Vignette 006: Student 06, Quisioner)

The second student answered that it was difficult to identify the structure of descriptive text

Based on the interviews students regarding difficulties in writing descriptive text, it shows that learning descriptive text structure is the third factor in the difficulty. Descriptive text structure is often a difficulty for students because they often confuse the words in the identification and description sections, which then becomes unstructured text.

d. Learning Motivation

The last data finding uses observation and field notes taken by the researcher. Motivation is a key factor in the learning process. Students who lack motivation to learn English tend to show poor results in writing descriptive texts. Low motivation can be caused by several factors, such as lack of belief that learning English is relevant to daily life, previous negative experiences in learning the language, or lack of interest in the topic being studied. To increase students' enthusiasm for learning, educators must create a learning atmosphere that is interesting and appropriate to their needs.

Banyak siswa yang kurang antusias terhadap pembelajaran, karena kelas yang kurang kondusif. Banyak siswa yang tengok kanan/kiri saat guru menjelaskan materi teks deskriptif. Serta ada 1 siswa yang merasa kesulitan dalam menulis teks deskriptif ketika ia bertanya ke temannya tetapi teman tersebut mengabaikannya. Guru banyak membantu siswa dalam kesulitan pembelajaran hari itu.

(Vignette 007, Field note)

The first observation many students did not listen to the teacher explaining the material. How about the second day observation:

Selain itu faktor yang menyebabkan hilang fokus nya siswa saat pembelajaran adalah mengenai jam pelajaran. Karena pada kelas tersebut jam pelajaran berdekatan dengan jam istirahat sehingga membuat siswa beberapa siswa yang sangat tidak sabar ingin istirahat.

(Vignette 008, Field note)

Second observation many students complained about the break time.

Based on the observations and field notes conducted, it was found that learning motivation is also an influencing factor in writing descriptive texts. Students with low learning motivation may find this task boring or difficult, as they do not have a strong drive to dig deeper for information or develop their writing skills. This lack of interest and enthusiasm makes them tend to avoid writing exercises, which in turn hinders the development of their writing skills. The conclusion is that the factors that influence students in writing descriptive texts are vocabulary, grammar, text structure and learning motivation.

2. Students' Response to the Use of Canva as a Learning Media for Descriptive Text Writing

Writing descriptive texts in the classroom elicits a variety of responses from students. Descriptive texts, which aim to describe objects, places or events in detail for the reader to imagine, are often an interesting and fun challenge for many students. When first given the task of writing a descriptive text, some students may feel anxious or worried. These concerns often arise from the fear of not being able to describe something with the right words or organizing thoughts well. However, over time and with teacher guidance, students begin to feel that writing descriptive text can be a fun and creative

activity. Most students have increased motivation to write when using Canva as learning media. They feel more enthusiastic and interested in completing descriptive text writing tasks because Canva offers a variety of interesting visual features. The graphic and design elements available in Canva make writing activities more fun and less monotonous. The following is a student vignette that shows the above problem:

In my opinion, the Canva application is quite good and good to be applied to students because today's students already have good internet access so with the Canva application it can make it easier for students to be able to find out or create tasks that are asked by their teachers, one of which is to create descriptive text.

(Vignette 009: Student 03, Interview)

In the Canva application, it's fun because there are many templates that can be used to write descriptive text or short stories because besides being free to use, it's also easy.

(Vignette 010: Student 05, Interview)

The use of Canva in writing English short stories has been shown to increase student motivation and interest. The app transforms writing tasks that are usually considered boring into more interesting and fun. With the interactive and visual features offered, students feel more motivated to complete their assignments. They also feel more confident in their writing as they can see their work in an attractive format. This increased motivation is essential to encourage students to continue practicing and developing their writing skills. The following student vignette demonstrate the above issues:

Of course yes, because I have experience in making stories but in Indonesian and then the Canva application can make it easier for us to organize files so yes, so I am interested in making stories in English because I previously had experience making stories in English.

(Vignette 011: Student 01, Interview)

Yes, because in Canva you can not only writing but can edit it to be more creative.

(Vignette 012: Student 05, Interview)

The use of Canva as a learning media for writing descriptive text has received positive responses from students, as the app provides a variety of visual features that are attractive and easy to use. Many students who first use the canva application are constrained in how to use it because they are using the application for the first time. Therefore, it is highly recommended to provide more in-depth initial training. This training can be in the form of video tutorials, step-by-step guides, and orientation sessions guided by teachers or more experienced students. By understanding the basics of Canva from the start, students will feel more comfortable and confident when using it for descriptive writing tasks. Here's a student vignette that demonstrates the above problem:

The suggestion is to improve the features to make it easier for beginners to do their assignments.

(Vignette 013: Student 04, Interview)

There is a tutorial for beginners, because the first time I used this application I was confused to find some design templates.

(Vignette 014: Student 02, Interview)

Students' responses to the use of Canva as a learning media in writing descriptive text were generally very positive. Students feel more motivated and interested in completing writing assignments because Canva offers a variety of visual features that are attractive and easy to use. The graphic and design elements available make writing activities more fun and creative, which ultimately improves the quality of the text produced. However, to maximize the use of Canva, some additional steps are needed, such as more in-depth training for students and teachers, as well as wider integration in the learning curriculum. With the right support and guidance, Canva has great potential to be an effective learning tool to develop students' descriptive writing skills.

Discussion**1. Factors Influence Students Difficulties in Writing Descriptive Text**

Descriptive text writing is an important skill for secondary school students, many of them experience various difficulties that hinder the learning process. These difficulties can be caused by various factors, ranging from limited vocabulary and grammar to low motivation and interest in writing. One of the main difficulties students face is limited vocabulary and grammar. Husna (2017) reported that vocabulary richness greatly affects one's ability to express ideas clearly and precisely. Limited vocabulary can cause a text to be less lively and less accurate, especially in writing descriptive texts that require details and specifics. Sinta (2022) reported that grammar is an important foundation in writing skills. Grammatical errors can disrupt the clarity and cohesion of the text. In descriptive text, proper sentence structure is essential to describe objects or situations clearly and orderly.

In addition to vocabulary and grammar limitations, students also often experience difficulties in composing sentences and paragraphs properly. Akbar (2023) reported writing descriptive text requires not only language skills, but also the ability to organize sentences and paragraphs logically and systematically. Many students know what they want to say, but struggle to write it in the right order. Underdeveloped writing skills often result in texts that are incoherent and difficult to understand. Masita (2018) reported difficulties in organizing thoughts and developing main ideas into detailed and interesting paragraphs are common problems faced by high school students. Oshima and Hogue (2006) explain that composing good paragraphs requires the ability to organize ideas logically and cohesively. Difficulties in composing paragraphs often arise because students do not know how to develop the main idea into supporting sentences that are relevant and related to each other.

Overall, high school students' difficulty in writing descriptive text is a complex problem that often occurs in learning. To overcome this difficulty, a holistic and integrated approach is needed. Teachers need to provide more intensive guidance and constructive feedback, and create a supportive and motivating learning environment. In addition, Susilawati (2023) reported effective use of technology, adaptation of teaching methods to individual learning styles, and provision of adequate resources are also very important. With the right approach, students' difficulties in writing descriptive texts can be overcome, allowing them to develop good writing skills and achieve better academic results. Furthermore, Musfiqon (2012) that learning media is defined as a physical or non-physical tool that is deliberately used as an intermediary between teachers and students in understanding learning materials to make it more effective and efficient.

The conclusion of the discussion on the factors that influence students' difficulties in writing descriptive texts shows that these difficulties come from various interrelated aspects, limited vocabulary and grammar, are often the main obstacles. Students who have limited vocabulary will have difficulty expressing their ideas precisely and in detail, so that the

resulting text becomes unstructured. Learning descriptive text structure and learning motivation are also factors that are often encountered in the difficulty of writing descriptive text and these factors become a comparison of previous research and previous research.

2. Students' Response to the Use of Canva as a Learning Media for Descriptive Text Writing

The use of technology in education has brought about significant changes in the way students learn and teachers teach. One tool that is increasingly popular among educators is Canva, an easy-to-use and highly functional graphic design platform. The use of Canva in the learning process, particularly for writing descriptive texts, has received mixed responses from students. One of the main benefits of using Canva is that it enhances students' creativity. Canva offers a variety of tools and templates that students can use to create interesting designs. In the context of learning to write descriptive text, students can utilize images, colors, and other design elements to support the text they create. Nisa (2019) reported this not only makes their writing more interesting, but also encourages them to think creatively in describing the objects or situations they write about. Furthermore, Rafudin (2020) reported asserts that canva can help students present writing in a creative and more interesting form due to the latest features and more precise data.

With Canva application students can produce more interesting descriptive text. The visualization helps students to be more detailed in describing objects or situations. As a result, the text they write becomes more vivid and easily understood by readers. In addition to improving writing skills, using Canva also helps students develop their design skills. These skills are invaluable in today's digital age, where graphic design is often required in various fields of work. Senowarsito (2023) reported the results showed that the use of blogs and Canva was effective in improving students' interest and ability in writing. By getting used to using Canva, students can hone these skills early on. The use of Canva as a learning media for writing descriptive text has received positive responses from students. Syahdan (2023) reported Canva helps enhance creativity, makes visualization easier, and increases student engagement in learning. Despite challenges such as limited access and lack of technology skills, the positive impact of using Canva on the learning process is significant. With proper guidance and support from teachers, Canva can be a very effective tool in teaching descriptive text writing skills to students.

From the results of the discussion that has been done, it can be concluded that most students feel helped by the presence of Canva in the writing learning process. They consider that Canva makes learning more interesting and interactive, thus motivating them to more actively participate in writing activities. Canva as a graphic design platform offers various features that support the learning process. Features such as attractive templates, a wide selection of fonts, images, and other design elements allow students to more freely express their ideas in visual form.

CONCLUSION

Based on the findings and discussion, it can be concluded that for the first research question about what factors affect students' difficulties in writing descriptive text are about vocabulary, grammar, learning motivation, and text structure. These factors are experienced by many students when writing descriptive text, students who have limited vocabulary or are not familiar with complex language structures will have difficulty expressing their ideas clearly and precisely.

Students' responses to the used of canva as a learning medium for writing descriptive text gave positive responses. Some students feel happy that canva as a learning medium for writing descriptive text because it is a new thing for learning english writing using technology applications. In the canva application, students can visualize their ideas through interesting designs to increase creativity in writing a text, and the learning process also becomes interactive.

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