

STUDENTS' RESPONSES TOWARD WRITING GREETING CARDS USING CANVA THROUGH PROJECT-BASED LEARNING

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Abstract

The goal of this study is to see how students react to creating greeting cards with Canva through project-based learning. Canva allows pupils to expand their creativity and ideas for expressing things in writing. The sample for this study was eighth-grade junior high school students in Padalarang, and the research technique was descriptive qualitative. The research tools were obtained using a ten-questions of the questionnaire. The researcher found that students' responses to producing greeting cards using Canva through project-based learning were favourable based on the results of the data analysis. This response demonstrates that canva can be used effectively in writing. Based on the data, 70% of respondents properly characterize text using Canva as part of project-based learning. Using Canva, 60% of pupils can improve their creativity in explaining things. However, 50% of students have yet to understand Canva's capabilities, making it difficult to create greeting cards quickly. Furthermore, in this pandemic circumstance, employing online learning may be diverse media in the teaching and learning process. Canva may be used as a substitute for writing greeting cards. Using Canva, students find it enjoyable and straightforward to create greeting cards.

Keywords: Students' Responses; Canva; Project-Based Learning

INTRODUCTION

Since the covid epidemic in Indonesia, all activities have been confined, posing problems for educational institutions, notably higher education. However, all schools and universities are now converting to entirely online courses, with all learning and teaching activities taking place online. Nowadays, all students are required to take completely online classes. They must attend classes online, take quizzes online, and complete all of their activities online utilizing apps such as Zoom, Google Meet, and others. To combat the spread of COVID-19, the government has mandated that colleges perform online instruction through the Ministry of Education and Culture (MOEC) (Ministry of Education Circular Decree No. 1 in 2020). Because face-to-face learning could encourage many students, instructors, and officers to undertake activities at schools and universities, MOEC has released a Ministerial directive to discourage group gatherings that might improve the case of COVID-19. As a result, teaching and learning should occur in an environment where physical contact between teachers and pupils is avoided.

To prevent the virus from spreading, teachers and students undertake online teaching and learning. This, of course, will necessitate more work because teaching and learning online without face-to-face interaction is essential. According to Siemens (2015), as stated in (Koemhong 2020), online learning (also known as e-learning) is a type of distance education that entails employing technology as a learning mediator and delivering all instruction through the internet. Children in learning may develop mental health difficulties as a result of this lengthy distance learning activity. This has the ability to stifle the growth of creative thinking abilities. Parents take up the role of main educators and supporters of the instructor when they

see that the existing learning environment cannot be adequately facilitated and maximized. As a result, parents must play an important part in restoring children's writing intentions at home and making them feel less stressed by the learning they are receiving.

When it comes to writing, it is a fundamental method of communication that unites individuals regardless of time or place. According to Tarigan (1986), as stated in (Bakti 2014), writing is a linguistic ability utilised to communicate indirectly rather than face to face. When children lack writing skills and interests, their writing might suffer from various issues, including grammar, vocabulary, organization, mechanics, and substance. Writing is a creative process of transferring thoughts into written symbols, according to Semi, M. Atar (2007), as quoted in (Vera 2015). As a result, the teacher's capacity to be more innovative in selecting media and learning techniques to encourage pupils is put to the test. Teachers must educate and teach students utilizing the teaching needed in the learning process in the classroom to generate high student learning accomplishment (outcome). According to Djamarah and Zain (2010), the method's role is an extrinsic incentive tool, a teaching approach, and a means to a goal (Nasution 2017).

According to Langan (2001), as stated in (Mettaningrum Gustiana, Dantes 2013), writing ability is necessary for two reasons:

- a. First and foremost, English learners must be able to write to succeed academically. English learners are frequently required to complete written projects, and their writing ability reflects their English proficiency.
- b. Second, the ability to write in English is a realistic requirement for their future career.

Considering the reasons above, students must have the ability to write English very well. However, some students admit that they found difficulty in English writing skills. They feel it is hard to come up with ideas, and they could not develop their ideas into good coherent paragraphs and problems in grammar it also worsens their writing project. Writing is creating, organizing, writing, and polishing (Hogue 2003) cited in (Wagiyo 2018). Writing is a very mind-draining activity but should not be considered difficult either. Writing involves multifaceted processes such as generating certain feelings or impressions, settings, scripts, and enhancements.

Writing abilities are difficult to teach because they need knowledge of grammatical and rhetorical strategies and intellectual and judgmental aspects. The following study tries to categorize the various and different abilities required for excellent writing into broad live components or significant categories.

- a. Language skills: the capacity to construct acceptable and accurate phrases.
- b. Mechanical skills: the ability to appropriately apply written language norms such as punctuation and spelling.
- c. Content treatment: the capacity to think creatively and create ideas while ignoring any extraneous data.
- d. Stylistic abilities: the ability to alter phrases and paragraphs while successfully using English.
- e. Decision-making abilities: the ability to write for a specific purpose and with a particular audience in mind, as well as the ability to choose, organize, and order important material. (As quoted in James, 1984) (Kusumawaty 2017).

In addition, as mentioned in (Abas and Abd Aziz 2018), the writing process as a private activity is commonly understood to consist of four basic stages, including planning, drafting, rewriting, and editing (Seow, 2002).

- a. Planning

According to Richards and Renandya (2002), planning is any action in the classroom that promotes pupils to write, as stated in (Wibowo 2013).

b. Drafting

The authors in the second stage are more concerned with writing fluidity than grammatical precision or the neatness of the draft (Richards and Renandya, 2002), as stated in (Wibowo 2013).

c. Revising

During this stage, the writer may add new ideas to the text or remove sections that aren't needed. For the writer, revising is a challenging step.

d. Editing

Editing is the final step. The writer should do the initial edit of the work. Editing is a continuous activity rather than a one-time occurrence.

Researchers propose adopting Project-Based Learning in teaching and learning activities in the classroom to overcome a lack of student motivation in writing. According to Poonpon (2011), as stated in (Nurchaya and Sugesti 2020), project-based learning is appropriate for English teaching and learning because it contextualizes learning by giving students issues to solve or products to produce. In basic words, project-based learning is described as education that seeks to connect technology to real-life problems or school projects that students are familiar with. According to (Trianto 2011), project-based learning approaches, as referenced in (Titu 2015), offer great potential for making learning experiences more engaging and beneficial for students. It implies that project-based learning has a lot of potential for providing students with relevant learning experiences as they prepare to enter the workforce. Students are encouraged to be more active learners in project-based learning. The teacher's role is limited to that of a facilitator, assessing students' work product as evidenced by the outcomes of the projects they are working on and generating authentic goods that can stimulate students' creativity in critically analyzing variables in the idea of economic issues.

One way to create a learning environment that encourages learners to reconstruct personal knowledge and abilities is to use a project-based learning method. According to Buck Institute for Education (1999), as quoted in (Indrawan and Jalinus 2019), project-based learning includes the following characteristics:

- a. learners as decision-makers and framework creators.
- b. there is an issue for which there is no predetermined answer
- c. learners as a means of achieving outcomes
- d. the learner is responsible for obtaining and managing the data gathered
- e. carry out ongoing evaluations
- f. learners regularly look back to what they used to do
- g. the final result in the form of product and quality is evaluated of the class has an atmosphere that provides fault tolerance and change.

Canva is an online learning tool that may be used in teaching and learning, particularly in writing skills. Canva is a website that gives access to over a million images, graphics, and fonts. It is a visual technological medium with a drag-and-drop style. Hundreds of typefaces, millions of pictures, photo effects, free icons and forms (www.canva.com). Canva may start from scratch or use templates that come pre-loaded with themed fonts, objects, colour palettes, text boxes, and platform-specific measurements. Among the current research papers in this subject, Wahyuni and Thohiriyah (2018), as mentioned in (Yundayani, Andi. Susilawati 2019), examined Canva as an infographic tool for presenting instructional materials.

Canva may be used to help students learn. Visuals in the classroom, including Canva, can serve multiple purposes, according to Smaldino et al. (2015), as cited in (Yundayani, Andi. Susilawati 2019). They can be used to:

- a. make abstract ideas concrete;
- b. motivate students;
- c. give direct attention;
- d. repeat the information;
- e. recall previous knowledge, and f. reduce learning effort.

The Benefits and Drawbacks of Using Canva The following are some of the benefits of using Canva:

- a. has a variety of attractive designs
- b. able to increase teachers' and students' creativity in designing media learning because of the many features that have been provided
- c. save time in practical learning media, in design
- d. do not have to use a laptop and it can be done via tablet or smartphone (Tanjung & Faiza, 2019 cited in Pelangi, 2020).

There are also drawbacks to this application, the most important of which is that if you want to use Canva, each user must have a data package to connect and access data using Canva; in addition to the designs presented in Canva, there are some paid templates, but this is not a problem because many templates are good and free when used.

When it comes to online learning, the researcher in this study seeks to use Canva as a learning medium to educate eighth-grade students on how to write on a tangible greeting card. Students are instructed to consider how they will make and write their cards. Now is the moment for them to step up their game in terms of creativity. Students may use this medium to commemorate birthdays, graduations, and other greeting cards by creating unique cards. The numerous templates available on this medium can be tailored to suit preferences. As a result, there are no restrictions on how they design and print their goods.

Using Canva's greeting card template, on the other hand, is a straightforward process. Follow these instructions to make a greeting card in less than 5 minutes:

- a. Go to Canva's page and sign in or create a new account using your email, Google account, or Facebook. To begin creating, type "Cards" into the search box.
- b. Select a card template from Canva's library of professionally designed cards. Choose from a wide range of events, themes, colours, and styles. After that, add a personal touch to it.
- c. Using the design tools offered by this media, add extra components to the design to make the greeting card more eye-catching. Explore and play with various backgrounds and frames. More drawings and photographs should be included. Experiment with different picture filters and cropping and resizing photos.
- d. The card is now ready to be downloaded.

METHOD

The descriptive qualitative method was used in this study. The data in this study were examined descriptively. Therefore this design was employed. Descriptive qualitative research aims to discover truth according to informants rather than theory, even if the truth according to the informant is not legitimate according to the concept. According to Darti & Asmawati (2017), qualitative research entails investigating and comprehending the meaning of individuals or

groups who attribute to a social or human problem. The qualitative descriptive technique is also utilized, in which data obtained from filed research is described and concluded for current concerns using analysis descriptions based on the sorts of data. The researcher used the descriptive qualitative technique to find out what students thought about teaching writing greeting cards using the explanation that has been presented.

This study employs a questionnaire to examine the participants' experiences using Canva to create greeting cards as part of project-based learning. The researcher provided the questionnaire in Indonesian to make it simpler for the participants to grasp the remarks. The researcher used various procedures to analyze the data during the analysis process. The researcher distributes the questionnaire to the participants as the initial step. Second, when the participants have completed the questionnaire, the researcher collects it. Third, the researcher began categorizing the individuals' replies. Fourth, the researcher was aware of the participants' answers when they used Canva to create greeting cards. Finally, the researcher evaluated and summarized the replies of the participants to determine the research's outcome.

RESULTS AND DISCUSSION

Results

To discuss the analysis of data will be presented in this part. The researcher made ten questions about students' responses toward writing greeting cards using canva. Then, the data received by the researcher will be discussed from the highest to the lowest. The mean of the participant's responses and discussion are presented below:

Table 1. The Result of the Questionnaire

No.	Questions	Answer		
		Yes	Maybe	No
1.	Do you think learning English is important?	100%	-	-
2.	Do you like learning to write greeting cards using Canva?	70%	30%	-
3.	Can write a greeting card using Canva through project-based learning develop your creativity and interest in describing things?	60%	40%	-
4.	Whether to use Canva to writing greeting cards through project-based learning can stimulate you to express and be able to develop more ideas?	75%	25%	-
5.	Can writing greeting cards using Canva make it easier for you?	80%	20%	-
6.	Are you getting motivated?	65%	35%	-
7.	Can you accurately describe something when you want to write text using Canva through project-based learning?	70%	30%	-
8.	Whether to learn to write greeting cards using	80%	20%	-

	Canva through project-based learning pleasant?			
9.	Can you quickly write a greeting card using Canva prepared by the teacher?	50%	50%	-
10.	whether to learn to write greeting cards using Canva through project-based learning effective?	70%	30%	-

Discussion

Based on the data that has been presented above, it was found that students' responses toward writing greeting cards using Canva through project-based learning were positive. From the table above, it can be seen that 70% of respondents can accurately describe something when writing text using canva through project-based learning. Through the first and second questions, the respondents are realized and aware of the importance of learning English. It can help the teacher in the process of teaching and delivering the material. 50% of students still have not mastered the features provided by Canva, so writing greeting cards is not quick. However, from the third question there 60% of students can develop their creativity in describing things while using Canva. Besides that, using this online learning in this pandemic situation can be various media in the teaching and learning process. Through Canva can as an alternative media in writing greeting cards. The students are easy and pleasant in writing greeting cards using this Canva. They like to write greeting cards using Canva, which can help them stimulate them to express their ideas in writing. Moreover, the students are more motivated during the process of writing. And the use of canva in writing greeting cards is quite effective. Canva may be used as a substitute for writing greeting cards. Using Canva, students find it enjoyable and straightforward to create greeting cards. They like using Canva to create greeting cards, which can help them communicate their thoughts in writing. Furthermore, pupils are more motivated during the writing process. And using Canva to make greeting cards is a great idea.

CONCLUSION

The result is that when students use the Project-Based Learning technique to create greeting cards using Canva, they get a good reaction. This answer demonstrates that using Canva in writing may be warmly appreciated by students and help instructors be more creative and inventive in their classroom management. This positive response is expected to be the first step to understanding student achievement comprehensively. Student responses to knowledge will significantly affect the success of achieving learning objectives. Students with high responses are interpreted as having a positive response to learning, so they will actively participate in every part of learning activities and do not want to leave that part of learning. This is because they feel that every aspect of education is important and also fun. This kind of thing will affect students' understanding of learning materials and students' activeness in learning so that students' understanding of learning materials increases as a result. Their ideas and creativity will be realized, and their motivation will grow and be more active in learning.

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