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THE IMPLEMENTATION OF CANVA APPLICATION USAGE IN TEACHING TO WRITE OBSERVATION REPORT TEXTS FOR 10TH GRADE STUDENTS

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ABSTRACT

This research was conducted to obtain results in writing observation report texts using the Canva application with a descriptive qualitative method. The subjects in this study are 10th-grade students at SMK Gema Nusantara 5 Cikalongwetan. The purpose of conducting this research is to describe the flow of using the Canva application in the material of observation report texts and to determine the effectiveness of applying the Canva application in the learning of observation report texts. Data obtained through students' writing results and questionnaire completion. The results of this study prove that the use of the Canva application in learning is effective to implement. Based on the actions taken to improve writing skills over three cycles, it can be concluded that in cycle 1, a total of 1,553 was obtained with an average of 67.52%, in cycle 2 a total of 1,740 was obtained with an average of 75.65%, and in cycle 3 a total of 1,909 was obtained with an average of 83%. This indicates that each cycle or action experienced significant improvement. In addition to reviewing the students' writing achievement scores to reinforce the success of the actions taken, the researcher distributed a student response questionnaire, and the results obtained from the distribution of the questionnaire showed 56% pre-action and 60% post-action. students expressed agreement and strong agreement regarding the effectiveness of using the Canva application in learning to write observation report texts.

Keywords: Canva Application, Writing Skills, Observation Report Text

ABSTRAK

Penelitian ini dilakukan guna memperoleh hasil menulis teks laporan hasil observasi menggunakan batuan aplikasi canva dengan metode deskriptif kualitaitif. Subjek dalam penelitian ini merupakan siswa kelas X di SMK Gema Nusantara 5 Cikalongwetan. Maksud dilaksanakan penelitian ini guna mendeskripsikan alur penggunaan aplikasi canva pada materi teks laporan hasil observasi, mengethui efektivitas penerapan aplikasi canva dlam pembelajaran teks laporan hasil observasi. Data yang diperoleh melalui hasil menulis siswa dan pengisian kuisioer. Hasil penelitian ini membuktikkan bahwa penggunaan aplikasi canva dalam pembelajaran efektif untuk diterapkan. Berdasarkan tindakan yang telah dilakukan untuk meningkatkan kemampuan menulis selama tiga siklus, maka dapat disimpulkan bahwa dapat disimpulkan bahwa pada siklus 1 memperoleh total sebesar 1.553 dengan rata-rata sebesar 67,52% siklus 2 memperoleh total keseluruhan sebesar 1.740 dengan rata-rata sebesar 75,65% dan siklus 3 memperoleh total keselirihan sebesar 1.909 dengan perolehan rata-rata sebesar 83%, hal ini menunjukan bahwa setiap siklus atau tindakan mengalami peningakatan yang signifikan. Selain ditinjau dari nilai perolehan menulis siswa untuk dapat memperkuat keberhasilan tindakan yang telah dilakukan, peneliti menyebarkan angket reson siswa dan hasil yang didapatkan dari penyebaran kuisioner tersebut sebanyak 56% pra-tindakan dan 60% pasca-tindakan. siswa dinyatakan setuju dan sangat setuju atas keberfaedahan penggunaan aplikasi canva dalam pembelajaran menulis teks laporan hasil observasi.

***Kata Kunci**: Aplikasi Canva, Kemampuan Menulis, Teks Laporan Hasil Observasi*

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INTRODUCTION

Writing skills are one of the special competencies that students must master, especially in the Indonesian language subject. The activity of pouring ideas or thoughts into writing is a process of writing (Wikanengsih et al., 2020, p. 352). In the writing activity, students can express their feelings, ideas, and thoughts in written form. Writing is a linguistic competency used for communication, claims Ismaiyati (2017), p. 144. Writing is the process of expressing ideas in written form while following preset guidelines to ensure that readers can comprehend it. According to Janah et al. (2018, p. 638), writing an article is a difficult process that needs to be perfected so that everyone may write well.

Writing skills are a special competency that must be firmly held by students in the Indonesian language subject, because this activity is one way to translate the ideas in each student's mind into writing. Writing is also a receptive skill that undergoes initial changes due to the process of transformation and understanding that must be mastered by students. (Wardani, et al. 2020, p. 202) In order to improve students' writing skills, teaching and learning activities at school, especially in the Indonesian language subject, need to be enhanced. Writing activities will provide unique benefits for students, including the ability to express their ideas, thoughts, and feelings in written language. By writing, it can also serve as an interaction in the form of communication between the reader and the writer, because by writing, an individual will create an extraordinary work that can become a plus point for the student themselves. One of the writing competencies that students must delve into in the Indonesian language subject is text-based learning, one of which is the Observation Report Text.

One of the competences that must be developed in order to generate a work, whether written or spoken, that is tailored to each student's abilities is the ability to learn genre-based texts. To put it another way, the development of text genres not just observation report writings, but also exposition, negotiation, process, and other texts will become the main focus of learning the Indonesian language. Learning a language is essentially learning how to communicate. As a result, every student is encouraged to get better at writing.

According to Janah et al. (2018, p. 638), writing is a way for a person to express themselves. writing is a process, therefore writing competence needs to be deepened by everyone in order to achieve written results that meet expectations. Language skills, one of

which is writing skills, must be mastered by students because it is part of the productive aspect that allows students to express their ideas or concepts, which can then result in written works (Ghazani & Suhara, 2020, p. 109).

According to (Hagashita et al., 2015, p.2), an observation report text is a type of text produced from an analysis process based on previously conducted research; this text can sharpen students' sensitivity to their surrounding environment. The observation report text is a type of text that contains a general description or explanation of an object based on observations, reviews, or systematic recording of the object based on what is seen. Writing observation report texts is a very important teaching material to help students learn by utilizing their various senses. Considering that writing observation report texts is important to be done, the role of the teacher becomes a primary focus that must be attended to in the learning process. The observation report text has three main structures, including a general statement, a description of parts, and a description of benefits. Additionally, there are six language rules for observation report texts, including: using copula diction, using diction that describes several general aspects, using grouping diction, using state diction, using technical verbs, and using data or numbers.

Based on the results of the field survey at the school where the research was conducted, the researcher can conclude that there are several issues occurring, namely, students who are less interested in learning Indonesian and believe that learning Indonesian involves too much reading and writing. Students' focus is more on the use of gadgets compared to paying attention to the teacher or discussing with their friends. During lessons and when searching for information, students are more focused on finding information through gadgets and do not utilize their experiences. Students feel bored with the lessons provided by the teacher, which results in a lack of creativity and skills in the learning process, especially in writing activities.

Additionally, the researcher also conducted an interview with another Indonesian language teacher, who stated that in the teaching of writing texts, many students still face difficulties in writing an observation report text. This happens because students are not able to critically seek information regarding what needs to be solved, namely identifying an object. And the source also stated that the students' desire to write is very low, with some students' learning outcomes below the KKM score. Additionally, some students have lost their enthusiasm or are less enthusiastic in participating in learning activities, especially in writing

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lessons. Meanwhile, in Indonesian language learning, each student is required to be able to express their ideas and thoughts in writing. One of them is the observation report text, which is a type of text that contains information about an object derived from careful analysis or a thorough examination. In an observation report text, there are three structural components, namely: general statement, description of parts, and description of benefits.

Learning has changed and evolved quickly in the modern day. One example of this is the need for the learning system to be more innovative, interesting, and to constantly inspire students during each lesson. The usage of educational media is one among them. Learning media is everything that may be used to transmit knowledge in order to accomplish the intended learning objectives, claims Mawardi (2018, p. 31). These learning resources come in a wide variety, such as online e-learning, audio-visual media, and audio media. The Canva application is one of the media that may be used in educational activities.

The Canva application is one of the applications that can be used as a learning medium. The Canva application is a design app that can bridge its users to create various types of creative materials online with ease. The Canva application offers several graphic design features, ranging from greeting card designs, posters, infographics, brochures, to presentation slides. In line with that, Sholeh et al. (2020, p. 432) also stated that the Canva application is an application that can be utilized to create a design. By using the Canva application, it can enhance creativity in creating content related to teaching and learning activities. The Canva application provides various types of templates that can be used for infographics, graphics, posters, presentations, and more. The ways to use the Canva application include creating a Canva account, selecting a background, editing the background, adding text, and downloading or sharing the design (Rahmatullah, et al. (2020, p. 319)).

METHODS

The research method used in this study is the classroom action research (CAR) method with data analysis using the qualitative descriptive method. The classroom action research (CAR) method is a form of problem analysis in classroom learning activities aimed at improving and enhancing the quality of learning. This method is chosen according to its characteristics because the research is conducted to solve a problem in the classroom by taking various actions (Widayati, (2008, p. 89)).

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Descriptive qualitative is a data analysis technique that investigates an object either by using numbers or other types of parameters that are definite or patent (Pribadi & Firmansyah, 2019, pp. 271-272). According to Gumilang (2016, pp. 145-146), qualitative research is a method that can be divided into several focal points of issues, resulting in this research attempting to provide an interpretation of a condition being experienced. In line with that, Ratna (Saptawuryandi, 2013, p. 98) stated that the qualitative method focuses on the natural attention center of data related to the conditions and situations in which the data is produced.

The instrument used in this research is non-test, namely by distributing questionnaires to students. This research was conducted at SMK Gema Nusantara 5 Cikalongwetan. The stages in this research are as follows: 1). Providing or delivering the observation report text material with the help of the Canva application, as well as individual assignments using the Canva application; 2). Distributing questionnaires to students; 3). Analyzing and processing data; 4) concluding the research results.

RESULT AND DISCUSSION

Result

1. The application of the Canva app in the teaching and learning process with observational report text material

   This research began with the provision of learning materials to students related to observation report texts, including indicators and learning objectives, nature or definition, structure, and linguistic rules. The material was delivered to the students through an electronic teaching aid created using the Canva application. This teaching material contains content and LKPD that must be analyzed by each student, and this teaching material can be accessed by students anytime and anywhere.

   This research was conducted in three action cycles. At the beginning of the learning activities, the researcher started by providing a stimulus or reviewing the previous lesson, which was about the nature of the structure of observation report texts, and explained new material regarding the linguistic rules of observation report texts. After that, students were given a stimulus in the form of a text that they had to read and understand, then analyze its structure and linguistic rules available in the LKPD in the teaching materials. The researcher provided a special sheet to serve as a space for

students to answer each question presented in the LKPD. Next, at the end of the lesson as an evaluation, the researcher prepares 10 multiple-choice questions that must be answered by each student within a 30-minute time limit.

To test students' competence in writing an observation report text and as the final evaluation material, the researcher instructed the students to compose an observation report text, allowing them the freedom to choose the topic or object to be studied. After the students draft and write an observation report in their respective task books, the researcher instructs that the writing of the observation report must be presented creatively using the Canva application.

Based on the analysis that has been conducted, the students can follow the learning process well regarding the material on observation report texts with the application of Canva in every step. Based on the analysis results, the scores achieved by the students in writing observation report texts, when accumulated, are above the Minimum Passing Criteria (KKM). The assessment aspects used in this assignment include content, structure, language rules, and students' creativity when writing texts with the help of the Canva application.

To determine the success of the research conducted over three cycles or actions, a test was administered to assess the knowledge and skills of each student. Knowledge and skills tests are conducted to evaluate and measure students' success in terms of their skills and knowledge on the material of observation report texts.

In the implementation of the knowledge test, each student is presented with 10 multiple-choice questions related to the LHO text material. This test is conducted before and after the action is taken. From the results achieved, the pre-action learning outcome was 53%, and the post-action percentage was 84%. Based on this, it can be concluded that the knowledge test conducted shows an improvement.

In the implementation section, this skill test is conducted at the end of each action cycle. This test is conducted to assess whether the students are proficient in writing observation report texts according to the instructions or if other actions need to be taken. From the results obtained during the action process, it can be concluded that in cycle 1, a total of 1,553 was achieved with an average of 67.52%. cycle 2 achieved

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a total of 1,740 with an average of 75.65%, and cycle 3 achieved a total of 1,909 with an average of 83%.

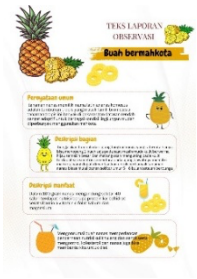
Here are the average scores of students in writing observation report texts over three cycles:

Diagrama 1.1



Here are some results of students' observation report writing:











2. Distribution of questionnaires to students

After completing all rounds of learning in three action cycles, the researcher distributed a response questionnaire to the students. This questionnaire contains statements intended to obtain students' reactions to the use of the Canva application as a medium to support learning activities.

Based on the final results of the research conducted in three cycles, the improvement in the ability to write observation report texts using the problem-based learning model assisted by the Canva application was reviewed by examining the overall response to each statement presented. Therefore, it can be concluded overall

that the responses given during the pre-action phase were 56% and during the post-action phase were 60%, thus it can be confirmed that this research process was successful and showed an improvement in writing skills for observation report texts among 10th-grade students at SMK Gema Nusantara 5 Cikalongwetan.

Discussion

The use of the Canva application introduces novelty to the teaching and learning activities in the discussion of observation report texts, especially in the current era where the utilization of technology is highly valued in all aspects of life, particularly in the field of education. The use of the Canva application greatly assists in the process of creating educational and engaging teaching materials because Canva is an application that can be used for graphic design (Sholeh et al., 2020, p. 432). In addition to displaying interesting images or features, the exercises presented in this teaching material are all internet-based, making it easier for educators and students in the teaching and learning process. The use of Google Forms during the final test also left a good impression on the students throughout the learning process.

The students' response during the teaching and learning process was very good, as evidenced by their enthusiasm shown during the evaluation of the observation report text. The use of the Canva application can facilitate both students and teachers in the teaching and learning activities. In this way, it helps students utilize technology related to learning and introduces novelty in the teaching and learning activities of the next observation report text.

CONCLUSION

Enjoyable teaching and learning activities are created from innovations presented by educators who develop new approaches in the learning process. The results of the research conducted indicate that the learning of writing observation report texts using the Canva application for tenth-grade students has been successfully implemented as planned, and the students were able to follow the lessons well regarding the observation report text material with the application of Canva in every process. The students' scores in writing texts, when accumulated, were above the Minimum Passing Criteria (KKM). The assessment aspects used in this assignment include content, structure, language rules, and students' creativity in writing texts by utilizing the Canva application.

The results of writing texts from three cycles also show a significant improvement with the average accumulation of the achieved results. In the pre-action phase, a learning achievement of 53% was obtained, and in the post-action phase, a percentage of 84% was achieved. These average results were obtained from knowledge and skill scores, which were then accumulated based on the KKM of 70. Therefore, it can be concluded that the students have been able to write observation report texts according to the correct structure and linguistic rules. The results of the questionnaire on student responses were conducted during the pre-action and post-action phases. Pre-action reached an achievement of 56% and post-action 60%, so it can be said that students strongly agree with the use of the Canva application, which can provide benefits in the learning process on the material of observation report texts.

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