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The Effectiveness of the Demonstration Method to Improve Students' Writing Skills Procedural Texts assisted by Canva: Tenth Grade Students of MA An-Nur Cikalongwetan

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Abstract

This study aims to evaluate how effective the Canva-backed demonstration method is at enhancing the students' procedural text writing abilities, while also outlining how it is applied and uncovering the challenges students face. A mixed-methods framework incorporating a sequential explanatory strategy was deployed in this investigation. The participants of this study were 40 tenth-grade students of MA An-Nur Cikalongwetan. The quantitative data were collected through pre-test and post-test, while the qualitative data were obtained from classroom observation and questionnaires. The findings based on the quantitive data revealed a significant improvement in the students' writing performance, as indicated by the increase in the mean score from 65 in the pre-test to 78 in the post-test. Outcomes from the paired sample t-test yielded a p-value below 0.05, confirming that the intervention led to a statistically significant shift in outcomes. Meanwhile, classroom observations demonstrated gradual improvement in students' participation and engagement, while questionnaire results indicated that the integration of the demonstration method and Canva positively supported the students' learning. However, some difficulties remained, particularly in grammar, organization of ideas, and confidence. Overall, the demonstration method assisted by Canva is effective in improving the students' writing skills and promoting active learning.

Keywords: Demonstration Method; Writing Skill; Canva

INTRODUCTION

Along with speaking, writing represents a productive language capability that plays a crucial role for Indonesian EFL learners in both lower and upper secondary schools. Under the framework of the 2013 Indonesian Curriculum, grade ten students are required to master the creation of procedural texts by properly incorporating their unique features. This includes understanding the purpose, generic structure, and specific language features, as well as being able to produce a well-structured Procedural text. Learning procedural texts is designed to strengthen students' receptive as well as productive language abilities. In terms of receptive skills, students are expected to comprehend written Procedural texts and identify key information. Meanwhile, in productive skills, students are required to construct and present Procedural texts in a clear and systematic manner.

However, initial classroom observations at MA An-Nur Cikalongwetan showed that a considerable number of students encountered challenges when producing procedural texts. The challenges were mainly related to grammar usage, idea organization, vocabulary selection, and adherence to writing conventions. This condition indicates that the expected learning outcomes

have not yet been fully achieved. To address these issues, the researcher proposes the use of the demonstration method as an alternative teaching strategy to improve students' writing skills. The demonstration method allows students to observe and understand the steps involved in completing a task, which is particularly relevant in learning Procedural texts. In addition, to enhance students' engagement and motivation, this study integrates the use of Canva as a learning medium. Through its diverse array of design and visual elements, Canva helps learners arrange and articulate their concepts with greater clarity.

Several previous studies have explored the use of the demonstration method in teaching writing. For instance, a study conducted by Farih and Fatmawaty (2018) found that the implementation of the demonstration method was effective in improving students' writing skills in Procedural texts. However, the present study differs in terms of study design and data collection techniques, as it applies a mixed-method approach and incorporates digital media to support the learning process. According to the explanation above, the researchers decided to present the study with title *"The Effectiveness of the Demonstration Method to Improve Students' Writing Skills in Procedural Text Assisted by Canva: Tenth Grade Students of MA An-Nur Cikalongwetan",* and with the study questions are formulated as follows: (1) How effective is the demonstration method in improving students' writing skills in Procedural texts assisted by Canva? (2) How is the implementation process of the demonstration method assisted by Canva? (3) What difficulties are encountered by students during the implementation of the method?

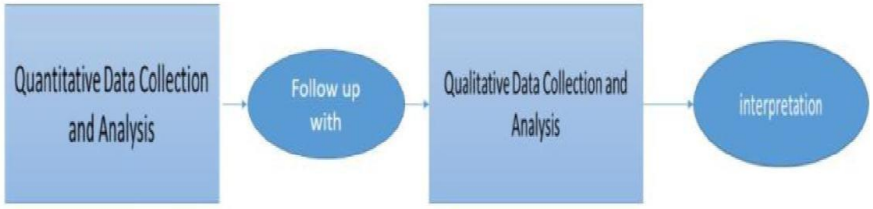
METHOD

To answer the study questions comprehensively, this study adopted a mixed-methods approach combining quantitative and qualitative data. This approach was selected because it enables the reserachers to examine both the outcomes and the underlying processes by integrating the quantitative and the qualitative data. In this study, quantitative data were collected and analyzed in the initial stage, followed by qualitative data to provide a deeper interpretation of the findings. The structural foundation of this research relied on a sequential explanatory design, where quantitative assessments were initially completed prior to delving into qualitative examinations. This model operates in two successive stages: gathering and computing numerical data beforehand, and subsequently employing qualitative insights to elaborate on those initial statistics. As explained by Creswell (2014), this particular design aids in gathering a well-rounded perspective on the research issues by merging statistical records with thorough descriptive descriptions. In line with this, Sugiyono (2011), as cited in Mustika et al. (2020), also states that the sequential explanatory design begins with quantitative procedure and is followed by qualitative exploration to strengthen the interpretation of the results.

The participants of this study were 40 tenth-grade students of MA An-Nur Cikalongwetan. They were selected as the study subjects to examine the effectiveness of the demonstration method assisted by Canva in improving students' writing skills in Procedural texts. To collect the data, several instruments were used. Students' writing achievement was assessed through pre-tests and post-tests administered before and after the treatment period. Meanwhile, qualitative data were gathered through classroom observation and questionnaires to explore students' learning experiences, participation, and difficulties during the implementation of the demonstration method.

The data analysis were conducted in two stages. First, quantitative data were analyzed using statistical Procedural to determine the effectiveness of the treatment. Then, qualitative data were

analyzed descriptively to support and explain the quantitative findings. By combining both types of the data, this study objectives to provide a more comprehensive and in-depth understanding of the effectiveness of the demonstration method assisted by Canva in teaching writing Procedural texts.



Sumber: Creswell & Clark, 2011

Figure 1. The Sequential Explanatory Design

RESULTS AND DISCUSSION

Results

To find out the effectiveness of the demonstration method in improving the students' writing skills Procedural texts assisted by Canva, the researchers collected the data through tests. They were conducted twice, namely pre-test and post-test. The pre-test data were administered on the first day of the study. While, the post-test was conducted on the last day of the study. The post-test were administered in the same manner as the pre-test, specially in writing. The data from students' pre-test and post-test results can be seen in the following chart:

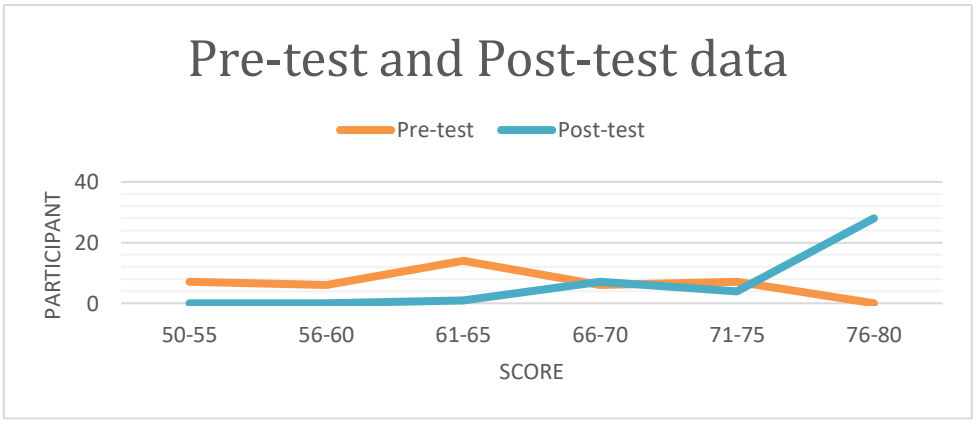


Figure 2. Pre-test and Post-test data

Table 1. Mean data of Pre-test and Post-test

Indicator	Pre-test	Post-test
Mean Score	65	78

Minimum Completeness Criteria (MCC)	75	75

According to the school assessment standard, the students are expected to achieve a Minimum Completeness Criterion (MCC) score of 75 in procedural text learning. In the pre-test, the average students score was 65. There were five students who obtained the lowest score of 55, and one student achieved the highest score of 77. Based on these data, only six students passed the pre-test. In the post-test, the average student score increased of 78. There was one student who obtained the lowest score of 63, and fifteen students achieved the highest score of 80 . It can be conclude that in the post-test, 28 students passed.

SPSS software was employed to examine wheter students' achievement significantly improved following the implementation of the demonstration method. The test conducted by the researchers was a normality test to determine whether the data were normally distributed or not. The result of the students' normality test are presented as follows:

Table 2 . The normality test result of the students' pre-test and post-test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-test	.164	40	.008	.951	40	.080
Post-test	.139	40	.049	.969	40	.342

a. Lilliefors Significance Correction

Based on the table above, it can be seen that the sudents' pre-test scores, when analyzed using the Shapiro-Wilk normality test, obtained a significance value greater than 0.05, specially 0.80. This indicates that the pre-test scores were normally disributed. Similary, the post-test scores after being analyzed using the Shapiro-Wilk normality test, obtained a significance value greater than 0.05, namely 0.324. This indicates that the post-test scores were also normally distributed.

Furthermore, the data were re-analyzed to determine whether there was an improvement in the students' scores after the implementation of the demonstration method. The type of test conducted by the researchers was a paired sample t-test. The results of the data analysis are presented as folows:

Table 3. The Result of paired test analysis

Paired Samples Test

	Paired Differences						Significance	
				95% Confidence				
	Mean	Std. Deviation	Std. Error Mean	Interval of the Difference	t	df	One-Sided p	Two-Sided p

					Lower	Upper				
Pair 1	Pretest Writing Procedural Texts - Posttest Writing Procedural Texts	-13.325	5.967	.944	-15.233	-11.417	-14.123	39	<,001	<,001

Based on the table above, there was a significant increase in score from pre-test (M = 64.83) to post-test (M = 78.16), with a mean difference 0f 13.33, t(39) = -14.123, p < 0.001, two-tailed. The 95% confidence interval fpr the mean difference ranged from -15.233 to -11.417. These findings suggest that the treatment had a significant positive effect on students' writing performance.

After the section above, the implementation of the demonstration method to improve students' writing skills was carried out by the studyer based on the observation sheet. The result of the observation sheet presented as follows:

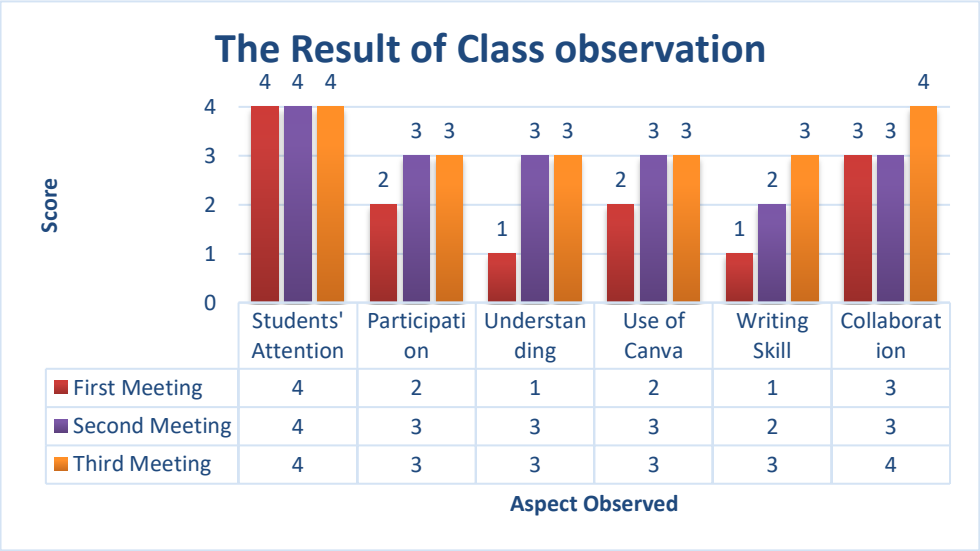


Figure 3. The Result of Class Observation

Based on the chart above, total score of the first meeting is 13 points, if expressed as a percentage it is the same as 54% . The result indicate that students were still adapting to the implementation of the demonstration method assisted by Canva, which can be categorized as moderate. Most students were not yet fully engaged in learning process, and still experinced difficulties in understanding the structure of Procedural Texts, and using Canva as a learning tool. Then, in the second meeting the students' performance showed a considerable

improvement in all aspect, with total score 18 points or 75%. This improvement suggests that students had begun to understand the learning material and were becoming more familiar with the use of Canva. In addition, their participation and collaboration also increased, indicating a more active learning environment. Meanwhile, the results of the third meeting demonstrated significant progress, with all aspects exceeding, that is 20 points or 83%. This indicates that the students had succesfully adapted to the demonstration method and were able to use Canva effectively. Furthermore, their writing skills in producing Procedural texts improved significantly. Based on these findings, it can concluded that the demonstration method assisted by Canva is effective in improving the students' writing skills in Procedural text. And the last is to identify the students' difficulties in implementing of the demonstration method assisted by Canva in improving the students' writing skill Procedural texts, the researchers distributed questionnaires to the students. All students responded to the questionnaire honestly based on their experiences in learning to write Procedural texts using the demosntration method assisted by Canva.

The result of the students' questionnaire responses regarding their difficulties in implementing the demonstration method assisted by canva are presented as follows:

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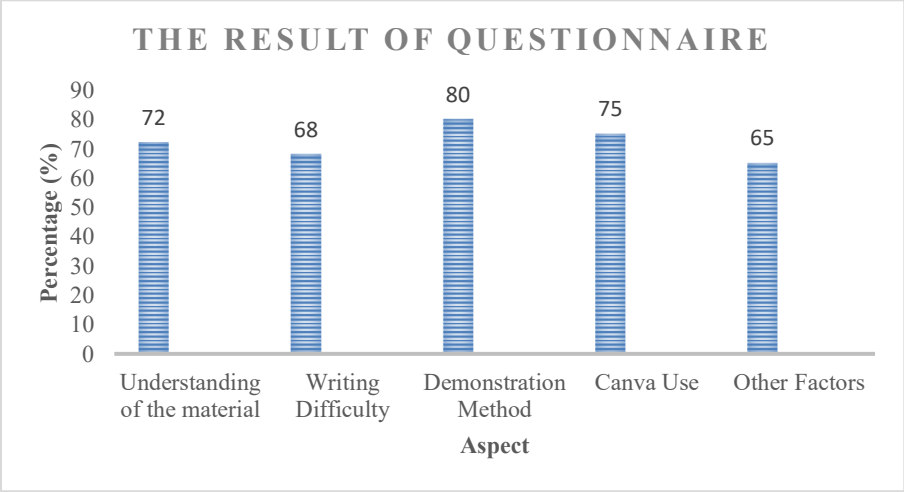

Figure 4. The Result of qustionnaire

Based on the data analysis of the students' questionnaire responses regarding their difficulties in learning to write Procedural texts through the demonstration method assisted by Canva above, the following percentages were obtained:

a. Understanding of the material: 72%
b. Writing difficulties : 68%
c. Demonstration method : 80%
d. Use of Canva : 75%
e. Other influencing factors : 65%

The findings indicate that the demonstration method achieved the highest percentage (80%), suggesting that it plays a significant role in facilitating students' understanding of Procedural texts. This result implies that the students benefit from direct and practical examples provided during the teaching and learning process.

Furthermore, the use of Canva (75%) also shows a positive contribution, particularly in enhaching the students' creativity and engagement. The integration of visual design tools appears to support the students in organizing and presenting their ideas more effectively. Then, in terms of the students' understanding of the material (72%), the result can be categorized as moderately high. However, this also indicates that some students still encounter difficulties in comprehending the structure and language features of Procedural texts. And the aspect of writing difficulties (68%) reveals that a considerable number of the students face challenges in organizing ideas, constructing logical sequences of steps, and applying appropriate grammatical structure. Additionally, other factors (65%), such as lack of confidence and limited time allocation, also influence the students' performance in writing Procedural texts.

Discussion

The primary purpose of this study was to investigate how far the demonstration method could enhance the students' competence in writing procedural texts. Based on the statistical analysis using SPSS, the results of the normality test using Shapiro–Wilk indicated that both the pre-test and post-test scores were normally distributed, with significance values above 0.05. Additionally, applying Levene's test verified the variance uniformity of the data, given that the computed significance level was higher than 0.05. These results confirm that the assumptions required for conducting a parametric test were fulfilled. Therefore, the analysis was continued using a paired sample t-test. Result from the paired-sample t-test showed a significance level lower than 0.05, demonstrating a meaningful difference between pre-treatment and post-treatment scores. This result demonstrates that the implementation of the demonstration method assisted by Canva had a positive effect on the students' writing skills. In addition, the increase in the mean score reflects a substantial improvement in students' performance following the treatment.

These findings are in line with previous studies conducted by Monica et al. (2022) and Sidiq et al. (2019), which found that the demonstration method could improve students' understanding and writing performance by providing direct examples and step-by-step explanations during the learning process. Similarly, Guk Guk et al. (2023) reported that the demonstration method significantly improved students' ability in writing procedural texts through active classroom participation and guided practice. In addition, studies conducted by Hidayati et al. (2023) and Helingo et al. (2023) revealed that the use of Canva and other interactive visual media increased students' motivation, creativity, and engagement during learning activities. The integration of visual and interactive media was found to make learning more interesting and easier for students to understand.

These findings suggest that the demonstration method provides meaningful learning experiences, as students are able to observe and follow the steps of a process directly. This type of learning supports students in understanding procedural concepts more effectively. Moreover, consistent practice and exposure to clear examples contribute to the development of students' writing abilities, particularly in organizing ideas and applying appropriate language features.
In terms of the implementation process, the results indicate a gradual improvement across the three meetings. At the initial stage, students were still adjusting to the learning method and showed limited engagement. However, in the subsequent sessions, the students demonstrated better understanding, increased participation, and more active involvement in the learning activities. By the final meeting, most students were able to perform the tasks effectively and showed significant progress in writing Procedural texts. This progression indicates that repeated

practice and familiarity with the method play an important role in improving the students' performance.

These findings are consistent with previous studies conducted by Mulyanah et al. (2024) and Jupri and Muzakkir (2021), which reported that the demonstration method and guided practice encourage active participation and help students understand learning materials more effectively through direct observation and repeated activities. Their studies also revealed that continuous practice during classroom activities contributed significantly to the improvement of students' writing skills and learning confidence. The incorporation of Canva into classroom instruction provided additional support for the learning activities and enhance students' engagement. The use of visual and interactive features helped the students organize their ideas more clearly and enhanced their creativity. As a result, the students became more engaged and motivated during the learning activities. These findings are supported by Nabillah and Tanjung (2023), who stated that Canva-based learning media can create interactive and enjoyable learning environments that improve the students' motivation and participation in classroom activities.

Despite these positive outcomes, the findings also reveal that some students still experienced difficulties. These challenges were mainly related to understanding the structure of Procedural texts, organizing ideas logically, and applying correct grammatical forms. In addition, factors such as limited confidence and time constraints also influenced the students' performance. These findings are supported by Pamuji (2023), who reported that the students often face difficulties in developing ideas, arranging procedural steps coherently, and applying correct grammar in writing activities. Furthermore, Jupri and Muzakkir (2021) explained that students with limited vocabulary and insufficient understanding of text structure tended to experience greater challenges in producing well-structured procedural texts.

Overall, the results of this study indicate that the demonstration method assisted by Canva is effective not only in improving the students' writing skills but also in promoting active participation and engagement in the classroom. However, continuous guidance, sufficient practice, and appropriate instructional support are still needed to help students overcome their remaining difficulties and achieve optimal learning outcomes.

CONCLUSION

The outcomes demonstrates that merging the demonstration approach with Canva design tools effectively boosts the capabilities of students in drafting procedural texts. The statistical analysis confirmed a significant improvement in the students' writing performance after the treatment. The findings also revealed that the demonstration method helped students understand procedural concepts more clearly through direct observation and practice, while Canva enhanced the students' motivation, creativity, and engagement during the learning process. These results are consistent with the previous studies indicating that interactive and visual learning methods can positively support the students' writing development, particularly in organizing ideas and applying appropriate language features. Meanwhile, the implementation process showed gradual improvement across the three meetings, as the students became more active, confident, and engaged in learning Procedural texts through the demonstration method. Regular classroom exercises alongside structural coaching enabled learners to grasp the instructional topics more deeply, thereby refining their overall writing output. In addition, the use of Canva contributed positively by improving the students' creativity, motivation, and ability to organize ideas more clearly. These findings support previous studies which emphasized that demonstration methods and interactive visual media can create more effective

and engaging learning experiences. Despite the positive outcomes achieved through the use of the demonstration method and Canva, several learners continued to experience challenges related to text organization, procedural structure, and grammatical accuracy. Factors such as limited confidence, vocabulary mastery, and time constraints also affected students' performance. Therefore, the students need continuous guidance, practice, and support to further develop their writing abilities and fully understand the language features of Procedural texts.

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