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Improving English Writing Skills Through Making a Poster by Canva to Seventh Grade Students at SMP Negeri 2 Tabanan

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Abstrak

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis bahasa Inggris siswa kelas tujuh di SMP Negeri 2 Tabanan melalui penggunaan Canva dalam membuat poster deskriptif. Menulis merupakan keterampilan penting dalam pembelajaran bahasa, karena memungkinkan siswa untuk mengekspresikan ide dan pikiran dalam bentuk tulisan. Namun, banyak siswa menghadapi kesulitan dalam menulis, terutama dalam menyusun teks deskriptif. Kesalahan umum yang ditemukan meliputi tata bahasa, ejaan, tanda baca, dan struktur kalimat. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilakukan dalam beberapa siklus yang melibatkan perencanaan, tindakan, observasi, dan refleksi. Canva, sebuah platform desain grafis, diintegrasikan sebagai media pembelajaran untuk membantu siswa dalam mengembangkan teks deskriptif menjadi poster yang menarik secara visual. Data dikumpulkan melalui tes awal dan tes akhir serta kuesioner siswa untuk menilai respons mereka terhadap penggunaan Canva. Hasil penelitian menunjukkan peningkatan yang signifikan dalam keterampilan menulis siswa, dengan skor rata-rata meningkat dari 65 pada tes awal menjadi 78 pada tes akhir. Selain itu, siswa melaporkan motivasi dan antusiasme yang lebih tinggi dalam proses pembelajaran. Penggunaan Canva memungkinkan siswa untuk lebih kreatif, memperluas kosa kata, dan lebih memperhatikan mekanika bahasa saat menulis. Oleh karena itu, Canva dapat berfungsi sebagai alat yang efektif untuk meningkatkan pengajaran menulis bahasa Inggris di sekolah menengah pertama.

Abstract

This study aims to improve the English writing skills of seventh-grade students at SMP Negeri 2 Tabanan through the use of Canva in creating descriptive posters. Writing is a crucial skill in language learning, as it allows learners to express ideas and thoughts in written form. However, many students face difficulties in writing, especially in constructing descriptive texts. Common errors found include grammar, spelling, punctuation,



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and sentence structure. This research employs a Classroom Action Research (CAR) method conducted in several cycles involving planning, action, observation, and reflection. Canva, a graphic design platform, is integrated as a learning medium to assist students in developing descriptive texts into visually engaging posters. Data were collected through pre-tests and post-tests as well as student questionnaires to assess their responses toward the use of Canva. The results showed a significant improvement in students' writing skills, with the average score increasing from 65 in the pre-test to 78 in the post-test. Furthermore, students reported higher motivation and enthusiasm in the learning process. The use of Canva allowed students to be more creative, expand their vocabulary, and pay closer attention to language mechanics while writing. Therefore, Canva can serve as an effective tool to enhance English writing instruction in junior high schools.

1. BACKGROUND

English has become an indispensable language in the globalized world, serving as a key to opportunities in education, employment, and intercultural communication. As cited in Ruhama (Ruhama & Purwaningsih, 2019) argued that's language skill which used for communicating indirectly is writing. However writing is important skill because writing is the way to share and deliver our idea in our brain into writing language and writing also is tool of communication indirectly to express what is thought and felt. Base on Parmawati, Santoso, & Yana (2020). Revealed that students has producing many errors in their written text there are include in composition, grammatical found in spelling, plural, verb, tenses, preposition, articles, capitalization and punctuation (Mustafa et al., 2016).

Despite, many Indonesian students including those at SMP Negeri 2 Tabanan, often face challenges in mastering English writing, especially in writing descriptive text. Descriptive writing is a fundamental skill that enables learners to paint vivid pictures with words. It requires a keen observation of details and the ability to express them in a clear and concise manner. The teachers must be able to organize learning teaching activities in order to master approach, methods, technique, and material to develop students' understanding.

Additionally, technology also facilitates interaction with native users through social media, online discussion forums, and language

exchange applications. These interactions allow students to embed their writing skills in an authentic context and receive immediate feedback. Learning also becomes more personal and interactive with language learning applications, educational games and learning videos.

This study aims to explore the potential of Canva, a user-friendly graphic design platform, as a tool to enhance students' descriptive writing skills at SMP N 2 Tabanan. This study seeks to extend this research by investigating the specific impact of Canva on students' ability to write detailed and evocative description. Canva, with its array of templates, fonts, and images, offers a dynamic platform for students to create visually appealing and informative posters. This study will explore how Canva can be used to foster creativity, improve vocabulary usage, and enhance students' overall writing abilities.

This research will employ a Classroom Action Research design to compare the writing skills of students who receive instruction using Canva with those who receive traditional instruction. Data will be collected through pre- and post-tests, as well as student surveys to gather feedback on their experiences. The findings of this study are expected to contribute to the field of English language teaching by providing empirical evidence for the effectiveness of using Canva to improve students' writing skills.



2. METHOD

This study employs a Classroom Action Research (CAR) approach to investigate the effectiveness of using Canva to enhance English writing skills among seventh-grade students at SMP Negeri 2 Tabanan. The research aims to determine whether the integration of Canva into the English writing curriculum can significantly improve students' writing abilities.

The research will be conducted in several cycles, each consisting of planning, action, observation, and reflection. Initially, a diagnostic test will be administered to assess students' current English writing proficiency. Subsequently, a detailed lesson plan will be developed, incorporating Canva as a primary learning tool. Students will be assigned tasks involving the creation of posters using Canva, and they will receive guidance and feedback throughout the process. The quality of the students' work will be evaluated, and the findings will be analyzed to identify areas for improvement. This cycle of planning, acting, observing, and reflecting will be repeated until the desired outcomes are achieved. Data collection methods will include pre- and

post-tests, observations, and student work samples. The collected data will be analyzed quantitatively and qualitatively to determine the impact of Canva on students' writing skills.

3. RESULTS AND DISCUSSION

The results indicated a significant improvement in students' writing skills after the intervention. The mean score of the pre-test was 65 while the mean score of the post-test increased to 78, indicating statistical significance.

The qualitative feedback from students highlighted increased motivation and engagement during the learning process. Many students expressed enjoyment in using Canva, stating that the visual aspect of poster creation made writing more enjoyable. The collaborative nature of the project also fostered peer interaction and feedback, further enhancing the learning experience.

The findings align with previous research indicating that integrating technology into language learning can promote student engagement and improve writing skills. The use of Canva not only provided students with a platform to express their creativity but also



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encouraged them to pay attention to language mechanics, as they aimed to create informative and visually appealing posters.

4. CONCLUSION

This study demonstrates that using Canva for poster-making can effectively improve the English writing skills of seventh-grade students at SMP Negeri 2 Tabanan. The integration of technology in language learning not only enhances writing proficiency but also increases student motivation and engagement. Future research could explore the long-term effects of such interventions and their applicability in different educational contexts.

5. ACKNOWLEDGMENT

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