



Developing Teaching Media by Using Canva for Writing Recount Text

¹Nurul Fadila , ²Tiarnita Maria Sarjani Br Siregar, S.Pd., M.Hum. 

¹English and Literature Department, Medan
State University, INDONESIA

²English and Literature Department, Medan
State University, INDONESIA

ARTICLE INFO	ABSTRACT
Article history:	This study has an objective namely to develop Canva as media in teaching writing Recount Text for tenth grade students of SMAN 11 Medan. Qualitative descriptive method was used in this study. This research was conducted by using six steps of Educational Research and Development (R&D), namely: gathering data, analyzing data, designing media, validating by expert, revising media, and final product. Questionnaire sheet was the instrument used in collecting data. The finding of this research showed that teaching media in form of video which was created by using Canva has been validated by two experts and the average score of four categories: Linguistic Dimension, Process, Product Dimensions and Contents, and Face Dimension / Layout was 90%. It was categorized as excellent score for the developed media Canva of teaching writing Recount Text for tenth grade students of SMAN 11 Medan.
Received	
Accepted	
Keywords:	
<i>Research and Development (R&D)</i>	
<i>Teaching Media Canva</i>	
<i>Scientific Approach</i>	
<i>Writing Recount Text</i>	
<i>Senior High School</i>	

Correspondence:

Nurul Fadila and Tiarnita Sarjani Br Siregar, S.Pd., M.Hum.



This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) international license.

INTRODUCTION

As part of the objective of the life cycle, humans must engage with society in order to foster stronger relationships with others. The process of communication can be directed by both direct and indirect forms of communication. This is the reason why students, particularly those learning English, are expected to acquire the following four skills: listening, speaking, reading, and writing. As stated by Hadi, Izzah, and Paulia (2021), one of the activities that students must learn is writing a text. Writing is a skill that students must practice due to its crucial function in the development of the language used for global knowledge mediation.

However, writing can provide challenges for kids, such as their lack of grammatical proficiency and restricted vocabulary, as well as their attitude that writing is not essential to them. Because the media will present an engaging appearance and method, that is why it is a tool to aid pupils in increasing their drive. Heafner (2004) added that the goal of using technology in social studies is to motivate students by providing them with resources that raise their value.

One of the numerous instances of media used in writing instruction is video. The video is one of the formats to make media interesting, as the preceding remark that it is created in an intriguing form indicated. Bright color and picture, appealing music, and subtitles in a movie will pique student's interest in learning about a subject. According to Daryanto (2013), the moving sights and audio in a video offer a fresh approach to learning.

According to the teacher's responses in the researcher's interview, a textbook served as the only source and tool used in the learning process for students in the 10th grade. The teacher added, "I only use textbooks as the media in teaching recount text to students." The effectiveness of teaching and learning was impacted by this case. Because they did not fully comprehend the structure, features, and other deeper components of how to produce a recount narrative, the students found it challenging to learn it. Another point that the teacher said was that pupils missed out on learning how to write since they were unfamiliar with the subject that was being covered, she said "When I try to ask simple questions concerning the material, they seldom ever respond, and occasionally the response does not make sense in the context." It shown that a lack of media made learning boring and less enjoyable for students, which made them lose interest in and commitment to the subject. As the teacher stated, "We always look at what happens in our everyday life, so the text (recount text) is very important to study," students required to learn recount texts effectively since they relate to their daily lives. The teacher added, "I will inquire about the pupils' prior actions before I teach recount text to students."

Additionally, a review of students' recount text writing results revealed that roughly 73% of students in X IPS 1 failed the KKM. Out of 36 students, 26 received grades below the KKM (75). While the remainder received scores of 75 or above, they did not surpass 90. Even after learning how to write recount texts, pupils still lacked a solid understanding of how to do so.

From the results above, researcher can conclude that media is really needed in the classroom, in this case by using the video. Because it will create the students' creativity, willing, and spirit in writing. The media of video can be created by using technology that is available in this era. The teacher will be able to make a video based on the students' need, lesson plan which refers to the topic that will be discussed. One of the technologies that can be used to make the learning video media is Canva. According to Christiana and Anwar (2021), Canva is a website graphic design tool, a drag-and-drop format of visual technology media, provides access to more than one million photos, graphics and fonts. Canva is an application that let the user to create multiple form of media, which can be saved for the user's purpose.

Yundayani, Susilawati, and Chairunnisa (2019) shared about the effect of using Canva on students' writing skills. 2 classes were given pre-test to identify the score. After that, there was a treatment for the classes, one of them was using media Canva while the other was not. The result of post-test was the class applied with media Canva (experimental group) had significant low wrong answers to the control group. Because of that, researcher can conclude that Canva can give positive effect of writing process for the students.

Utami and Djamjuri (2021) also gave a positive sight of using Canva in writing process. Based on their findings, Canva helped students in writing class because it increased students' motivation in the writing classes. Based on the research, researcher can conclude that Canva will gain students' motivation more in writing process.

Hadi, Izzah and Paulia (2021) in their research, stated that the students' improvement in writing was raising significantly. It was shown by the acceptable improvement from the experimental class in the post-test. It can be concluded that Canva helped for the better students' writing skill.

Based on the background above, this study will be developing Canva as media in writing recount text. The form of media is in video (audiovisual) which will create the development of students' writing skills. The structure, features and other aspects of recount text will be developed in form of interesting, colorful, and attractive video.

METHOD

This research was conducted using educational research and development (R&D) by Borg & Gall. Educational Research and Development is a research and design to produce educational products such as curriculum, syllabus, textbooks, instructional media, modules, assessment instruments, etc (Borg and Gall, 2007). The outcome of this study was used in developing or design new product related to recount text. There were also evaluating and refining of the product to reach the criteria of quality of standard that has been decided.

This research was begun by identifying the important variables such as target needs and learning needs. Then, data of target and learning needs of students were gotten from the questionnaires given to the 36 students of grade 10 of SMAN11 Medan. After the researcher got the data, the process of developing media would be done.

In developing the media, there were six stages that were conducted, namely gathering data and information from students and teacher by giving questionnaires that consist of their thoughts about teaching and learning media of writing recount text; analyzing data of students' needs from media in writing recount text; designing media by considering students' needs and the effectiveness of media; asking for validation by experts, which are done by teacher and lecturer, to know about the quality and effectiveness of media for students' learning process; revising media after

accepting suggestions and critics about the media from the experts to get the best product; and finalizing product by considering that media has already been effective to be used in classroom.

FINDINGS

To meet the needs of students and develop appropriate writing materials for Senior High School students grade 10, a need analysis was conducted. Need analysis was done by distributing questionnaires to students. The questionnaire included target needs and learning needs. In terms of target needs, grade 10 students agreed that learning English was very important, especially to continue their study. They also said that it is very important to do their task effectively and efficiently. The digital media was needed by most of students in the class. Regarding the target of learning, the scores of each aspect were quite similar (vocabulary, grammar, pronunciation), and the aspects were needed to write sentences correctly. They also preferred to improve the vocabulary by looking at videos and photos. That is why they chose audio-visual as the form of media that wanted.

DISCUSSION

Regarding learning needs, students expected to have an easy use of media. For the way of writing Recount Text, they preferred to do it individually. But the score was not far from the pair way of writing. Students chose to actively involved in the learning process so they could share thoughts and ideas based on the topic. They also thought that teacher should be a prompter in the teaching learning process.

Yundayani, Susilawati and Chairunnisa (2019) in their article, “Investigating the Effect of Canva on Students’ Writing Skills”, did research about how Canva application will improve students’ writing skills. There are 44 students that are divided into experimental and control group. After having pre-test, treatment and post-test, the experimental group had a significantly lower number of writing errors than the control group. Based on the study, researcher can conclude that the result helps this study to be done, because the less writing error significantly shows the effectiveness of Canva.

Utami and Djamdjuri (2021) in their article “Students’ Motivation in Writing Class Using of Canva: Students’ Perception”, discussed about students’ thought after Canva application is applied in their learning process, especially writing activity. 10 students of SMA Bingin Teluk were given questionnaire and interviewed to get the data of their motivation by using Canva. The result was Canva application could improve students’ ability in writing. Based on the study, researcher can see the motivation of students are high while using Canva, so it proves that the application helps in improving students’ motivation.

CONCLUSION AND SUGGESTION

As described in the discussion section, there were important points about How Canva was developed as the teaching media to teach Recount Text for 10th grade students. This research was conducted using qualitative research. The purpose of this research was to develop Canva as media for teaching the 10th grade students in writing Recount Text at SMAN 11 Medan. The result was the video found that was one video as a media of teaching English. The content included were about the text, images, and back sound. The result of the development of Canva video was Canva video worthy of being used as a learning media because it was following several criteria of good media.

There are some suggestions from the researcher as stated below:

1. Teacher: Based on the result of this study, Canva video can be a tool for classroom learning activities especially in writing skills. In this study, the researcher took videos that were following the basic competencies for writing skills. The teacher can download Canva to create their own teaching media. The teacher can enter the material following what will be taught in the class, as well as help students in subjects that they consider difficult, choosing animation according to the theme of the material
2. Students: Canva videos are media that can attract students' creativity and imagination because of interesting animations. Canva videos can increase students' learning motivation, so students get ideas to create learning products as well as writing skills students can make a text. In learning activities, students can play Canva videos freely and repeatedly not only in class but also outside the classroom or at home.
3. Further Researcher: This study was focused on video learning made of Canva, further researcher may also need to investigate Canva media related to teaching-learning strategy.

REFERENCES

- Anderson, M. and Anderson. (2003). *Text Types in English 1-2*. Australia: MacMillan Education Australia.
- Brown, J.D. (1995). *The Elements of Language Curriculum*. Boston, MA: Heinle & Heinle
- Christiana, E. & Anwar, K. (2021). *The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand*. Journal of English Teaching, Literature, and Applied Linguistics. DOI: <http://dx.doi.org/10.30587/jetlal.v5il.2253>. 5(1).
- Coleman, J.A. (2009). *Why the British do not Learn Languages: Myths and Motivation in The United Kingdom*. Language Learning Journal, 37(1), 111-127.
- Daryanto (2013). *Media Pembelajaran: Perannya Sangat Penting dalam Mencapai Tujuan Pembelajaran (Learning Media: Its Role is Very Important in Reaching Learning Goals)*. Yogyakarta: Gava Media, 2013.
- Gallagher & Brett, A. (2004). *700 Reasons for Studying Languages*. Southampton: Subject Centre for Languages, Linguistics and Area Studies, University of Southampton.
- Hadi, M.S., Izzah, L., & Paulia, Q. (2021). *Teaching Writing Through Canva Application to Enhance Students' Writing Performance*. JOLLT Journal of Languages and Language Teaching. DOI: <https://doi.org/10.33394/jollt.v%vi%i.3533>. 9(2), 228-235.
- Heafner, T. (2004). *Using Technology to Motivate Students to Learn Social Studies*. Contemporary Issues in Technology and Teacher Education. 4(1), 42-53.
- Knapp, P. and Watkins, M. (2005). *Genre Text, Grammar: Technologies for Teaching and Assessing Writing*. Australia: University of New South Wales Press Ltd.
- Richards, J.C. & Schmidt, R. (Eds.). (2002). *Longman Dictionary of Language Teaching and Applied Linguistics (3rd ed.)*. Essex: Pearson Education Limited.
- Rosyadi, A.M. (2014). *Recount Text*. 1-9. Available at: www.academia.edu.
- Scholes, R. Comley, N.R. (1985). *The Practice of Writing*. New York: ST Martin's Press.
- Smaldino, S. E., Russell, J.D., Heinich, R. (2008). *Instructional Technology and Media for Learning (9th*

- edition*). Upper Saddle River, New Jersey, Ohio, Columbus: Merrill Prentice Hall PEARSON.
- Yundayani, A., Susilawati, S., & Chairunnisa, C. (2019). *Investigating the Effect of Canva on Students' Writing Skills*. English Review: Journal of English Education. DOI: 10.25134/erjee.v7i2.1800. 7(2), 169-176.
- Urun, M. F. and Yarar, G. (2015). *A Study on Needs Analysis in English Teaching*. ECER 2015, Education and Transition.
- Utami, Y. & Djamjuri, D.S. (2021). *Students' Motivation in Writing Class Using of Canva: Students' Perception*. The 3rd Bogor English Student and Teacher(BEST) CONFERENCE 2021, 153-159
- White, F.D. (1986). *The Writer's Art*. Cali