

Enhancing Students' Writing Skills on Short Functional Text Problem-Based Learning through Canva

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Abstract. Writing is one of the skills that is quite challenging for students, especially middle school students. The aim of this study is to enhance the students' writing skill on Short Functional Text; Invitation Card. This study employed Classroom Action Research (CAR). The participants were students of class VIII D SMP N 1 Sukoharjo. The instruments used were observation, writing test, and questionnaires about students' responses. The results of this study showed that student's ability in writing an invitation card still low before the application of Problem-Based Learning (PBL) method and Canva Application learning media and increase after the use of PBL and Canva application. Students also experience improvement in their ability to write invitation cards that is shown by the result of 96% percentage of achievement of learning objectives.

Keywords: Writing skill, Problem-Based Learning, Canva application

1. INTRODUCTION

Nowadays, English has developed into an International language that is beneficial to learn. Considering the current curriculum, English is now taught in Indonesia at all educational levels. There are four fundamental skills in learning English, one of which is writing skill. Writing skill refers to the ability to effectively communicate ideas and information, or even express thoughts and feelings, through written language. According to Celce-Murcia the ability to write allows students to organize and reconsider the process of communication [1] [2].

One of the most necessary skills for students to acquire is writing. Writing is a crucial language skill since it allows students to acquire, explore, enhance, and develop language abilities [3]. Writing activities, such as creating sentences, texts, essays, books, or even letters also can assist students in expressing their thoughts, feelings, and knowledge [4], [5]. In a nutshell, writing is useful for many different purposes.

Nonetheless, in actual practice, the majority of students find that writing is challenging. The reason for the situation is that writing requires the application of several important components, including grammar, spelling, punctuation, and vocabulary [6]-[8]. Furthermore, this is due to the fact that in order to write well, students need to focus on a number of different aspects of writing skills, including a clear and coherent structure, efficient language and grammar use, and even content that is engaging [9]-[11]. In line with the statement made previously, Harris says that writing is a process that requires time, particularly when considering the occasionally long thought processes that come before producing an initial draft form [9]-[11]. It can be said that writing is a progressive process; good writing is not something that just happens; it requires learning and practice.

Writing is one of the challenging skills for students, especially in middle school students who are required to comprehend different kinds of texts, one of which is short functional text [14], [15]. Short functional texts are short texts that have specific functions, such as providing information, instructions, or invitations [16]. Invitation cards are one type of short functional text that learners in junior high school, especially in grade eight, must master. Writing invitation cards can be difficult for students due to various possible factors.

The previous study about the writing skills was held by some scholars; the relationship between the life experience to writing recount and writing without a paper [1], [17]. The asynchronous media

has been used to support student to do it. The apps has been implemented [18], [19]- [21] Based on research at SMP Negeri 1 Sukoharjo, there are several possibilities that cause eighth grade students to have trouble in composing invitation cards. First, the lack of understanding of the text structure. Learners do not seem to have a deep understanding of the invitation text structure, including the elements that must be present. Secondly, lack of modelling and guidance. Students may need more real-life examples (modelling) and guidance from teachers to better understand how to create invitations that are appropriate to the structure and language elements [22], [22].

Along with outlining a number of student challenges, the author also developed an approach to help students write better, particularly for short functional texts like invitation cards. Problem-Based Learning was employed by C.E. Hmelo-Silver, stated that Problem-Based Learning activity provides students with opportunity to solving problems together, to developing mental models for learning, and to developing self-directed learning habits via practice and reflection [23], [24]. The writer also utilised teaching media in the form of the Canva application. Canva is a user-friendly graphic design application, allowing users to easily create various types of designs, including invitation cards [25], [26]. The use of Canva in learning can increase learners' engagement and make it easier for them to express their creative ideas.

Numerous previous studies have demonstrated the effectiveness of learning media in the creation of invitation card. One of them is a study by Petrias, H. who used the drilling method, which showed that it was effective in increasing the ability to write invitation cards for students [27]. Additional research with the goal of increasing the ability to write invitation cards has also been conducted by Ricky Yogie Pramukti demonstrates the use of a visual learning model and provides evidence for how employing it can enhance students' ability to write invitation cards during English classes [28]. Based on the previous studies, the researcher aims to conduct further investigation related to the use of media (Canva Application) that has never been applied in enhancing students' writing skills in invitation cards for eighth grade students [29], [30].

The purpose of this investigation is to enhance students' ability to write invitation cards by using Canva as a learning media. Further discussion is also given on how to improve students' ability in understanding the content and writing invitation cards. This study will try to answer the following research questions:

- 1.How is the students` ability in understanding invitation card?
- 2.Do students experience improvement in their ability to write invitation cards?

2. METHOD

Participants

The subjects in this study were students of class VIII D SMP N 1 Sukoharjo. There were 25 students in total, consisting of 15 female students and 10 male students. There were 8 students with relatively good ability in writing English, 14 students with average ability, and 3 students with relatively low English writing ability. The study was conducted from the beginning of October to January 2024.

Instrument and Procedure

This study employed the Classroom Action Research (CAR) method consisting of four stages: planning, executing, observing, and reflecting. Classroom Action Research (CAR) or *Penilaian Tindakan Kelas (PTK)* is research conducted by teachers in the classroom that focuses on improving learning processes and practices [31] [32]. Classroom Action Research serves as a tool to solve problems that may arise in the classroom and also as a tool for in- service training, where teachers use new skills and methods and strengthen the analytical skills (to create innovative learning) [33]. Through classroom action research, the author uses several instruments to collect data. First, an observation sheet used to observe students' engagement during learning process. Second, a writing test to measure the ability of writing short functional text before and after the action. Third, a questionnaire to find out the learners' responses to the use of Canva application media (reflection). This research was conducted in two cycles, cycle one and cycle two.

Data Analysis

Researchers employed two cycles in the implementation of this classroom action research. In cycles I and II, researchers carried out planning in the form of designing PBL learning scenarios, preparing materials, and Canva media. In the implementation stage, the author carried out learning

according to the scenario designed in accordance with the lesson plan made by the next teacher, in the observation stage, the author observed the involvement and activities of students in the learning process. At the reflection stage in cycle 1, namely analysing the results of observations and tests, planning improvements for the next cycle. While in cycle 2 the reflection stage, the author analyses the results of observations and tests, implementing improvements based on the reflection of cycle I. The data collection in cycle 1 and 2 is analysed from observations, writing tests, and students' response questionnaires (for reflection).

3. FINDINGS

Observation Result

This study aims to enhance the ability to write invitation cards for eighth grade students. Observation of teaching and learning activities was conducted directly in the classroom as part of the data collection process. The researcher observed class VIII D at SMP Negeri 1 Sukoharjo. Observations of student behavior in class and assessment of product results in groups were carried out as data collection steps in cycle 1 of this classroom action research. This observation was carried out to assess student behavior in participating in learning about invitation cards and was used to determine students' understanding of invitation card material based on the results of group product assessments (compose a kind of invitation card using Canva application). The following are the results of the data collected:

Table 1. Observation Sheet (Attitude Assessment Rubric)

ASPECT	Criteria			
	Unsatisfactory 1	Mildly Satisfactory 2	Satisfactory 3	Highly satisfactory 4
Collaboration (teamwork)	Does not co-operate well	Individual and only co-operate with one group member only	Lack of co-operation with the group	Cooperate well with fellow group members
Material Delivery	Delivered the results of the analysis in an unstructured manner, delivered the results of the analysis with unclear and not easy to understand	Delivered the results of the analysis with less structure, delivered the results of the analysis with less clarity and less easy to understand and closed the presentation well	Delivering the results of the analysis is not very structured, there is no opening, conveying the results of the analysis clearly and easily understood and not closing the presentation properly.	Delivering the results of the analysis in a structured manner, starting from the opening, conveying the results of the analysis clearly and easily understood and closing the presentation well.
Self-confidence	Not confident	Lack of confidence	Confident	Very confident and mastered the results of the discussion

Table 2. Observation Sheet 2 (Skills Assessment Rubric)

NO	GROUP/NAME	ASPECT			SCORE	FINAL SCORE
		Collaboration (teamwork)	Material Deliver	Self-confidence		
1	GROUP 1					
	- Afin Saputra	90	90	90	270	90
	- Aflah Fhadillah	90	80	90	260	87
	Karim	80	80	78	238	79
	- Konita Zafa	80	78	78	236	79
	Kirana	90	90	90	270	90
	- Nadia Alya Putri					
	- Tiffany Syifa Adelia					
2	GROUP 2					
	- Aji Saputro	80	90	80	250	83
	- Arini Fadilah	90	90	90	270	90
	- Rafansyah	80	78	76	234	78
	Sande P	90	90	90	270	90
	- Niarti Ningsih	78	78	78	234	78
	- Yustika Erdiana Rasti					
3	GROUP 3					
	- Bagus Setiawan	80	90	80	250	83
	- Fani Diyah	80	78	80	238	79
	Astari	80	80	90	250	83
	- Aska Alam	80	78	80	238	79
	Ghiri	90	90	90	270	90
	- Febriana Putri N					
	- Lady Septyassha R					
4	GROUP 4					
	- Iqmalana	80	90	80	250	83
	Bagus W	80	80	80	240	80
	- Dwi Yati	90	90	90	270	90
	Cahya N	90	90	80	260	87
	- Gunti Della	80	80	78	238	79
	Oktavia					
	- Lili Bina kila					
	- Serenika Hani F					
5	GROUP 5					
	- Mahfud	90	80	80	250	83
	Arrozaqu	80	80	78	238	79
	- Elisah	80	90	80	250	83
	- Khoirotun M	90	90	90	270	90
	- Maryam	78	78	80	236	79
	Estiawati					
	- Talita Nensi R					

Decription:

1. 45 – 49
2. 60 – 69
3. 70 – 84
4. 85 – 100

$$\text{Final Score} = \frac{\text{Score obtained}}{\text{Score maximal}} \times 100$$

Table 3. Product Assessment

NO	Rated aspect	Criteria	Score
1	Originality	Very Original	5
		Original	4
		Quite original	3
		Less original	2
		Not Original	1
2	Text Coherence	The text alignment is spot on	5
		Appropriate text coherence	4
		Text Coherence are quite precise	3
		Text alignment is not correct	2
		Text alignment is incorrect	1
3	Word choice	The choice of vocabulary is very appropriate	5
		Correct choice of vocabulary	4
		The choice of vocabulary is quite appropriate	3
		Inappropriate choice of vocabulary	2
		Inappropriate vocabulary choice	1

Table 4. Recapitulation

NO	Group	Aspect			Score	Final Score
		Originality	Text Coherence	Word Choice		
1	GROUP 1 Afin	90	85	85	260	87
2	GROUP 2 Arini	88	84	84	256	85
3	GROUP 3 Bagus S	85	83	82	250	83
4	GROUP 4 Iqmalana	80	85	80	245	82
5	GROUP 5 Maryam	90	85	80	255	85

Decription:

1. 45 – 49
2. 60 – 69
3. 70 – 84
4. 85 – 100

$$\text{Final Score} = \frac{\text{Score obtained}}{\text{Score maximal}} \times 100$$

Results of student attitude assessment and the results of group product assessments based on classroom observation activities

Observing and recording classroom activities in a systematic way allows researchers to collect data on what takes place in the classroom [34]. Classroom observations are conducted to evaluate learning

methods, identify issues within the classroom, and possibly serve as a guide for improving methodologies for teaching [35]. This observation was carried out to assess student behavior in participating in learning about invitation cards and was used to determine students' understanding of invitation card material based on the results of group product assessments (compose a kind of invitation card using Canva application). From the observation of student attitude and the results of group product assessments, it was found that:

There are 16 students with a 'satisfactory' predicate with an average score between 70-84 in the aspects of teamwork, material delivery, and self-confidence. There are 9 students with the predicate 'very satisfying' with an average score between 85-90 in the aspects of teamwork, material delivery, and self-confidence. The nine students were able to cooperate well with fellow group members, deliver the results of the analysis in a structured manner, starting from the opening, delivering the results of the analysis clearly and easily understood and closing the presentation well, as well as being very confident and mastering the results of the discussion. From the results of the product assessment, five groups in class 8D were able to achieve good criteria in product development (compose a kind of invitation card using Canva application) and understanding invitation card material. According to the findings of these observations, most of the students in class 8D have a positive attitude toward learning and enough knowledge of the information on the invitation card, despite the fact that still need to have deeper understanding of the text's structure.

Writing Test Result

This research aims to improve the ability to write invitation cards for class VIII students. Data collection in the form of an independent test on invitation card material was carried out to determine the development of students' knowledge regarding invitation cards. This test was also carried out in cycle 2 as reflection material for cycle 1. Researchers observed class VIII D at SMP Negeri 1 Sukoharjo. Observation of student behavior in class and group assessment of product results were carried out as data collection steps in cycle 1, in the form of group observation and product assessment. The following individual test results were collected:

Table 5. Individual Assessment Result Report of English Lesson at VIII D Inviting Card Material

NO	NAME	SCORE
1.	Afin Saputra	80
2.	Aflah Fhadillah Karim	80
3.	Aji Saputro	70
4.	Arini Fadilah	80
5.	Aska Alam Ghiri	80
6.	Bagus Setiawan	80
7.	Dwi Yati Cahya Ningsih	80
8.	Elisah	60
9.	Fani Diyah Astari	90
10.	Febriana Putri Nadifah	70
11.	Gunti Della Oktavia	80
12.	Iqmalana Bagus Wicaksono	80
13.	Khoirotun Musyarofah	70
14.	Konita Zafa Kirana	70

15.	Lady Septyassha Ramadhani	80
16.	Lili Bina kila	80
17.	Mahfud Arrozaqu	80
18.	Maryam Estiawati	80
19.	Nadia Alya Putri	80
20.	Niarti Ningsih	90
21.	Rafansyah Sande Prabowo	60
22.	Sherenika Hani Fadillah	70
23.	Talita Nensi Ramadani	60
24.	Tiffany Syifa Adelia	80
25.	Yustika Erdiana Rasti	70
<i>The highest score</i>		90
<i>Average value</i>		76,8
<i>Lowest value</i>		60
<i>Percentage of Learning Goal Achievement Criteria</i>		80%
<i>The percentage has met the criteria for achieving learning objectives</i>		80%
<i>The percentage has not met the criteria for achieving learning objectives</i>		20%

Final Score Result

From the results of observations, group assessments and individual assessments, the following data were obtained:

Table 6. Final Score

NO	NAME	INDIVIDUAL SCORE	GROUP SCORE	TOTAL	FINAL SCORE
1.	Afin Saputra	80	90	170	85
2.	Aflah Fhadillah Karim	80	87	167	84
3.	Aji Saputro	70	83	153	77
4.	Arini Fadilah	80	90	170	85
5.	Aska Alam Ghiri	80	83	163	82
6.	Bagus Setiawan	80	83	163	82
7.	Dwi Yati Cahya Ningsih	80	80	160	80
8.	Elisah	60	79	139	69
9.	Fani Diyah Astari	80	79	169	85
10.	Febriana Putri Nadifah	70	79	149	75
11.	Gunti Della Oktavia	80	90	170	85

12.	Iqmalana Bagus W	80	83	163	82
13.	Khoirotun Musyarofah	70	83	153	77
14.	Konita Zafa Kirana	70	83	153	77
15.	Lady Septyassha R	80	90	170	85
16.	Lili Bina kila	80	87	167	84
17.	Mahfud Arrozaqu	80	80	160	80
18.	Maryam Estiawati	80	90	170	85
19.	Nadia Alya Putri	80	79	159	80
20.	Niarti Ningsih	90	90	180	90
21.	Rafansyah Sande Prabowo	60	78	138	69
22.	Sherenika Hani Fadillah	70	79	149	75
23.	Talita Nensi Ramadani	60	79	139	70
24.	Tiffany Syifa Adelia	80	90	170	85
25.	Yustika Erdiana Rasti	70	78	148	74
The highest score					90
Lowest Value					69
Average value					80
Percentage of Learning Goal Achievement Criteria					96%
The percentage has met the criteria for achieving learning objectives					96%
The percentage has not met the criteria for achieving learning objectives					0,04

From the results shown in the student's final score table, it was found that the percentage of criteria for achieving learning objectives reached 96%, while the percentage that did not meet the criteria for achieving learning objectives was only 0.04%. This indicates that there has been an increase in the percentage of success in implementing learning using the Problem-Based Learning method using Canva teaching media in increasing students' ability to write invitation cards from cycle one to cycle two. Furthermore, from the results of distributing questionnaires regarding student responses to the strategies implemented, the author also got good results. The majority of students gave positive responses to the use of Canva application in learning invitation card.

4. DISCUSSION

Information findings were collected through observations regarding student attitudes and abilities in class towards invitation card material carried out in cycle one of classroom action research. From the observation results, it is known that the majority of students have good collaboration skills, convey invitation card material well, and have quite good self- confidence. Thus, 64% of class 8D students at SMP N 1 Sukoharjo received the title "satisfactory" based on the results of observations. Meanwhile, for the group product assessment results (making invitation cards using the Canva application), 2 groups got an average score of 83 and 3 groups got an average score of 87.

In the next test, namely the written test carried out individually, there was a significant increase in results. From the initial cycle one, the percentage of success in new

learning objectives reached 64%. Meanwhile, in cycle two (individual written test), the percentage of success in learning objectives was 80%. And the final result was that the percentage of success in learning objectives by implementing Problem-Based Learning and using the Canva Application as a teaching medium reached 96%. This indicates that this research was successful.

Percentage of student learning competence of English subjects on invitation card material by applying Problem-Based Learning and using the Canva Application can be said to be going well. The Canva application is able to help students improve skills in writing invitation cards that are creative and attractive and match the structure of the text. Good writing skills will bring a person success, so writing skills need to be developed [1], [26], [36].

Using the Canva application to make invitation cards helps students have the same opportunity to be active express the writing ability. Students states that after learning invitation cards material using Canva application, it is easier for students to learn English and practice English writing with their classmates. Furthermore, students have begun to be confident in appearing and speaking in English language they master. Learning in class becomes more interesting and fun [37], [38].

Classroom learning that is fun and interesting can help increase students' ability and motivation to study well and practice the skills they have [22]. So, as a teacher, must be able to be a facilitator and motivator for all students [39], [40]. The quality of learning also depends on how a teacher can manage the class or whether the learning and teaching process in the class runs well and is enjoyable, both in terms of the methods and strategies used.

5. CONCLUSION

Based on research results and discussion regarding improving writing skills on invitation card material using the Canva application, in cycle I the average student score was 76.4. With a satisfactory score percentage of 64%. In the second cycle there was an increase from 76.4 to 80 in the good category. Writing skills of eighth grade students on Invitation card materials have also increased. The percentage of success in learning objectives was 80% with an average score of 80. Meanwhile, the final result reached a percentage of 96%. This result shows that in cycle I the students did not meet completion percentage criteria from the results of the learning that has been carried out determined. This encourages researchers to make improvements in cycle II, the results. The average class score and students' writing ability in writing skills increased the average score of students becomes 80 and percentage of student learning completeness to 96% (high).

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