# STUDENTS' PERCEPTION OF USING CANVA APLICATION IN WRITING SHORT FUNCTIONAL TEXT

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## ABSTRACT

The aims of this study were to investigate the students' perception of 'Canva for Education' in writing short functional text (greetings card) at MTSN 2 Kepahiang, in the academic year 2021/2022. The research used descriptive qualitative with a questionnaire using Likert scale. The questionnaire was conducted by students of class VIII as the chosen sample of this study by using purposive sampling. The data instrument of this study was a questionnaire. The research showed on the students' perception toward the use of 'Canva for Education' in writing short functional text (greetings cards) gave several benefits to their experience and for enhance students' ability and they felt enthusiastic about learning by using 'Canva for Education'. Using Canva has a good effect on students. combined with greeting cards lessons also make them able to develop creativity and make teachers able to innovate and of course provide benefits in the process of improving student writing.

**Keywords:** Canva for education, Short Functional Text

## INTRODUCTION

Today the curriculum has changes. As we know, in Indonesia, the curriculum has changed several times. However, the goal is no different. This new dynamic has an impact on teachers so that teachers can have multiple roles. Multiple roles are responsibilities, duties, and competencies, to embody interactive teaching and learning environment that is active, creative, effective and fun inside and outside the classroom. Darmadi (2015) states that teachers are also expected to be able to improve learning for students and improve their quality significantly to have the greatest possible impact on students. The goal of technology is to make it easier to explore skills, particularly in the field of foreign languages. Students will be more creative in their use of media if ICT is used as a teaching tool because it allows them to analyze and obtain previously unknown information (Nilsen, 2016).

Canva for Education' is one of the most recent media. Canva is a free visual design tool that can be used individually or collaboratively. It is accessible through computers, tablets, and smartphones. It enables the creation of simple drawings as well as learning

projects. Millions of images, graphics, and fonts are available. Canva is a digital poster application that can help with the learning process. Some of the reasons mentioned above drew the researcher's attention to the use of digital posters as a medium for a lesson during the learning process. Canva can help students improve their writing skills while keeping their studies interesting. Canva is an effective tool for helping students improve their writing short functional text.

Canva is the only application that provides services to users all over the world. The students have new ways or a new methods by using this application, so the students are more interested not only improving their writing of short functional text but also to be more creative by making design that relate to their task. For example, they could use Canva to create a story about their past experiences, and then add a feature related to their experience by including a picture, diagram, or something else. Also, according to Garris (2020), Canva is an online design program that provides a wide range of equipment such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, newsletters, and so on. We can also create a presentation in Canva. Canva offers a variety of presentation types, including creating presentations, education, business, advertising, and technology. It is possible to conclude that Canva can help them improve their writing skills and express their ideas more creatively by creating designs that are relevant to their task.

Canva is simple to use; first, we install it, then create an account, search for the template that is appropriate for our topic, create a layout, add text, change the background of the template, and finally, we can share our design on social media or send it to the teacher via e-mail or WhatsApp. Canva can be installed on a mobile phone or a PC; students prefer to use canvas on their mobile phones because it is easier to use and more flexible when used in class. The teacher can form a group of students so that the students can work together. This is very beneficial to the students, especially if one or more students do not have a mobile phone and can see and practice this application with other students. Anyone can use Canva to make a variety of shareable, engaging pieces of content because it is stuffed with simple features and functionality. To learn how to write in English, Canva can be used. Students can use Canva to create brochures, flyers, and greeting cards while expressing their creativity, for instance, when they are using writing-related materials about advertisements.

Furthermore, writing appears to be the most difficult in that it necessitates a long process beginning with brainstorming and ending with the final product. Writing is a skill in which we use our eyes, brain, and hand to express ideas, feelings, and thoughts in the form of words, sentences, and paragraphs. It means that someone's feelings and ideas are expressed through writing. The teacher should be able to capture the students' attention and be creative when teaching writing. The most important reason for teaching writing is to provide students with a foundation in language skills. In other words, the teacher's role in assisting students in mastering writing short functional text is critical. Cocuk in Harmooni (2018), stated that writing skills are important because they support student performance. Writing skills can be a method of expression for those who cannot or are comfortable expressing themselves verbally. According to Putri and Syahrul (2019) the importance of writing skills for students is because writing is a complex activity. People who can write are people who have the ability to listen, read, and speak. Writing, according to Smaldino (2015), is the psychological activity of a language used to put information in a written text. Writing is an author ability to communicate information to readers. As a result, the teacher should devise an engaging strategy to pique students' interest and encourage them to write independently.

Writing is one of the skills that Durga (2018) believes students in junior high school should master. Writing is a complex cognitive activity that necessitates strong proficiency in addition to the other three English skills namely: reading, listening and speaking, so when students improve their abilities, they will be able to unlock their success in learning English (Yundayani, 2018). As long as we have the motivation and resources to make it happen, it can be very enjoyable. Writing is therefore a fun activity as long as the writer can come up with ideas for what to write about. Moreover, as a standard of writing competence for class VIII, namely students must be able to express short functional text in the form of greetings card. Functional writing is written to assist the reader in carrying out daily tasks. As a result, according to Ramadhani et al., (2017) Junior high students are expected to be able to write a text well. This study focused on students' perceptions to gain in-depth perspectives on the media used in teaching writing specifically on short functional text.

Based on the explanation above, the related research was conducted by Fauziyah et al., (2022), their research used a pre-experimental design with one group pre-test and posttest design. This research focuses to get students' opinions obout the canvas

effectivess in procedure text. The second was conducted by Yundayani et al., (2019) with the title "Investigating the effect of Canva on students' writing ability" it shows that media can influence students' ability but there do not explanation specifically from students' perspective about that media. The researcher also used quasi-experimental so they compare the result of the control and experimental class. The last was conducted by Larasati et al., (2022) it use a case study type of qualitative design. But, this resarch just focus on students' motivation. All previous studies discussed the benefits of 'Canva for Education,' but they were completely different in implementing 'Canva for Education,', particularly in research methods. In this study, qualitative methods were used to collect data via a questionnaire with a Likert scale, with a focus on student perceptions as its implementation. Based on the problems described above, the goal of this study is to investigate the use of 'Canva for Education' and students' perceptions of its application in teaching writing short functional text; greetings card.

## METHODOLOGY

Researcher uses descriptive qualitative method for this research. Qualitative research is a method of exploring and comprehending what individuals or group attached to a social or human issue (Creswell, 2014). To explore the socual issue, the researcher needs to collect the data by giving tasks (about short functional text) and using canvas for help the students. After that, the researcher giving questionnaire using scale-likert to know the students' perception of the use of short functional text (greetings card) through Canva in learning English in second grade.

### The Population and sample of the research

In this research, the researcher must determine the population before collecting the samples. The population means the total of students that will be selected. The populations are the students of the second grade of MTSN 2 Kepahiang, which consist of seven classes. The sampling of this research is using purposive sampling. Turner (2020) said purposive sampling is used when a researcher wants to target an individual with characteristic of interest in a study. Therefore, the researcher chose a sample using a purposive sampling technique because the population is relatively small. So that the sample used in this study was 31 people, the details are as follows: 17 female and 14 male students.

**The technique of collecting the data**

An online questionnaire was given to the students of MTSN 2 Kepahiang through a link to Google Form. The items consist of five perception on the use learninperceptionsg Canva on short functional text in learning English.

**Data analysis technique**

After asking the students of MTSN 2 Kepahiang to answer the question from Google Form, the researcher calculates, classify, and analyze the data. There are some steps to calculate the questionnaire by using scale-likert (Utami, 2021). The researcher will explain how to find out calculation.

1. Determining the item's score

Table 1. Scoring Norm

| *Statement* | *Score* |
|---|---|
| Strongly Disagree | 1 |
| Disagree | 2 |
| Neutral | 3 |
| Agree | 4 |
| Strongly Agree | 5 |

$$T \times Pn$$

T means a total of option that havoptionse been choose by respondent

Pn means that the questionnaire score

$$\text{Index score} = \textit{Scale point} \times \textit{number of students}$$

2. Interval of interpretation

0% - 19,99%  = Very Low

20% - 39,99% = Low

40% - 59,99% = Fair

60% - 79,99% = High

80% -100%    = Very High

3. Precentage (%) Likert formula

$$\text{Percentage} = \frac{\text{Frequency of questions}}{\text{Index score}} \times 100$$

**FINDINGS AND DISCUSSION**

In this chapter, the researcher presents the results of the research and its discussion. In this chapter the researcher presents the answers to the formulation of the problems contained in first part.

**Findings**

Discribing data and discussion that has been collected from respondent discussed in this chapter. This chapter describe two indicators that have been explained in the previous research. The instrument that is used in this research is questionnaire. Questionnaire was distributed to 31 students. There are two indicators namely Percieved Ease of Use and Percieved Usefulness, then the questionnaire is adapted from Chutter in Zahrah, H (2022).

Table 2. Percieved of Use of learning short functional text

through Canva in learning English

| No. | Question | Frequency | Percentage | Grading Interval |
|---|---|---|---|---|
| 1. | Use learning media other than book. | 137 | 88,38% | Very High |
| 2. | Use a variety of learning media. | 131 | 84,51% | Very High |
| 3. | Teacher use learning media in learning activity? | 128 | 82,58% | Very High |
| 4. | I like using learning media in learning process. | 133 | 85,80% | Very High |
| 5. | I use aplication to editing in learning short functional text. | 131 | 84,51% | Very High |
| 6. | Use of editing aplication from any sources. | 123 | 79,35% | High |
| 7. | Canva is one of the best choices in learning application? | 121 | 78,06% | High |
| 8. | The images, fonts, colors, text in Canva are very attractive. | 127 | 81,93% | Very High |
| 9. | Learning using interactive short functional text integrated with canva aplication have the benefit in learning English especially writing ability. | 120 | 77,41% | High |
| 10. | I like to try experience the Canva aplication. | 119 | 76,77% | High |
| | *MEAN* | | 81,93% | Very High |

From the data has been calculated, the researcher gets the result for each question which are High and Very High score. Then, for the mean itself, the results are 81,93, if this viewed from the interpratation of the interval, is in a high position.

Table 3. Percieved of Usefulness of learning short functional text

through Canva in learning English

| No. | Question | Frequency | Precentage | Grading Interval |
|---|---|---|---|---|
| 1. | Using greeting cards make me happy in learning. | 128 | 82,58% | Very High |
| 2. | Use greeting cards make learning more interesting. | 120 | 74,41% | High |
| 3. | Use learning greeting cards have benefits in learning English. | 119 | 76,77% | High |

| | | | | |
|---|---|---|---|---|
| 4. | Use of greeeting cards learningmake me enjoyable with the learning material that presented in short functional text. | 125 | 80,64% | Very High |
| 5. | Learning English become to fun when integrated to Canva. | 119 | 76,77% | High |
| 6. | Using Canva aplication will make the interaction clear and understandable. | 121 | 78,06% | High |
| 7. | I do not feel bored while using canva in learning short functional text. | 118 | 76,12% | High |
| 8. | Enjoyed learning English using canva to understand how make the short functional text (greeting cards). | 125 | 80,64% | Very High |
| 9. | Teacher needs to try created short functional text learning using Canva. | 120 | 77,41% | High |
| 10. | Use learning short functional text integrated with Canva have the advantages in learning. | 118 | 76,12% | High |
| | *MEAN* | | 78,25% | High |
| | *The Average two Indicators* | | 80,09% | Very High |

From the data that has been calculated, the researcher gets for each quaetion high and very high position. Then, for the mean itself, the results is 78,25% and the average twoi ndicators in 80,09% which are in the good score. There are some precentage of students' answer of each question:

Table 4. The norm of each item in questionnair statements

| No. | Statements | Scale | | | | | Results |
|---|---|---|---|---|---|---|---|
| | | SA | A | N | DA | SD | |
| 1. | Item 1 | 42,2% | 51,60% | 3,2% | 0% | 0% | Students choice agree that they are using learning media other than book because the precentage show agree is High. |
| 2. | Item 2 | 41,9% | 48,4% | 6,5% | 3,2% | 0% | The students agree that using variety of learning media because agree is High. |
| 3. | Item 3 | 41,9% | 45,2% | 3,2% | 9,7% | 0% | Students agree that teacher using media during learning process because agree is High. |
| 4. | Item 4 | 35,5% | 61,3% | 0% | 3,2% | 0% | It means that students agree with that statement; really like using media during learning process. |
| 5. | Item 5 | 61,3% | 22,6% | 9,7% | 3,2% | 3,2% | Students strongly agree when they are learning using editing aplication during learning short functional text. |
| 6. | Item 6 | 16,1% | 74,2% | 3,2% | 6,5% | 0% | It showed that they are using some sources for editing aplication. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 7. | Item 7 | 22,6% | 61,3% | 12,9% | 3,2% | 0% | It means that students make Canva their best choice when learning English. |
| 8. | Item 8 | 32,3% | 51,6% | 12,9% | 3,2% | 0% | It means students agree that Canva is a mediaum that very attractive. |
| 9. | Item 9 | 16,1% | 64,5% | 19,4% | 0% | 0% | It means that students agree with the statment 'Canva have benefit to their writing ability especially for writing short functional text'. |
| 10. | Item 10 | 25% | 58,1% | 3,2% | 12,9% | 0% | It means that students like and agree they are try to experience Canva. |

**Discussion**

The discussion focuses on interpretation of findings produced in students' perceptions by using questionnaire of students' writing short functinal text during learning process using Canva aplication. It showed that students' agree in the average of two indicators because the interval is High. According to Myers (2015) said that Canva is one aplication that everyone can using that to help students finish their task because Canva is an online graphics design aplication and effortlessly creat it. Additionally, Fitria (2018) state that Canva can usefulness in the classroom to produce concrete abstarct ideas, repeat material, encourage students, remember prior knowledge and making learning interesting. So, it can be concluded that Canva is aplication that contains tools such as fonts, images, designs and others. It tools are free to use by teacher during learning process in the classroom. And its free and easy to use. Canva become to aplication that make learning process more interesting.

By using Canva students could practice to write short functional text (greetings card); Canva is a medium. Students would be creative and interest in writing. The teacher use Canva to teach to develop their writing short functional text abilities. Based on the data obtained, percieved ease of use in the questions of Canva on of the best choices in the learning English most of students answer is 78,06% and its High. Then, most of students are agree if the short functional text; greeting cards' look very attractive with 81,93% and its Very High. The researcher also found that learning using short functional text with Canva have the benefit for students in learning English with 77,41%. This result supported by the result of questionnaire. So, researcher concluded that the sutdents are giving positive responses toward using learning short functional text (greeting cards)

through Canva aplication in learning English. It can be seen from the result of questionnaire, students can feel the benefit in the ease of of understanding in the learning material.

Meanwhile, the percieved usefulness, in the questionnaire question, their question about in the learning process makes me happy. Most of studnet's answer is strongly agree with precentage 82,58% and its mean Very High. Can be concluded that students have a good experience with using Canva aplication. Then, researcher also found learning English (short functional text) using Canva did not feel bored because the score shown in table is 76,12% and its High. This is very evidenced by the answer of the question about teacher needs to try created greeting cards (short functional text) with 77,41% and its High. It is also supported by result of questionnaire. So from this analysis, the researcher concluded if get percieved usefulness in using greeting cards (short functional text) through Canva aplication in learning English. It can be seen the result of questionnaire can have a good experience and have an interesting in exploring more to this Canva aplication. And its accordance whit the previous related study, there are: First, conducted by Fauziyah et al., (2022) entitled "The use of Canva for education and the students' perception on its effectiveness in the writing procedure text" in this research used a pre-experimental design with one group pre-test and post-test design. This research focuses to get students' opinion obout the Canva's effectivess in procedure text. Researchers found that difficulties in teaching writing procedure text when implementing Canva if the network not connected or not supported because it must be online. But, the result of this research is students perception toward the use of 'Canva for Education' give many impacts on improving their writing ability (procedure text) and they feel enthusiastic about learning by using Canva.

Second, the findings conducted by Yundayani et al., (2019) with the title "Investigating the effect of Canva on students' writing ability" it shows that media can influence students' ability but their do not explanation spesifically from students' perspective obout that media. The researcher also using quasi-experimental so they are compare the result of control and experimental class. The result of this research is have an improvement of the writing performance in the experimental group. It evidence by the score of pre and post test. The last was conducted by Larasati et al., (2022) it use case study type of qualitative design. But, in this resrach just focus on students' motivation. And they are found that teacher use constructivism in learning process and students

believe that Canva is an aplication that make them easier when make a project of writing. And most of the enjoy with that aplication.

**CONCLUSION**

The conclusion of this study is taken from the result of two indicators and related research to answer the research question of this study. The precentage is 80,09% in interval and its the result of students' perception of using greetings card (short functional text) through Canva aplication. The students are agreed on the learning greetings card (short functional text) through Canva and giving the positive responses toward Canva aplication made a learning activity more atractive because Canva aplication have many features that made learning activity more fun. In addition, students also had interest to exploring more to this Canva aplication.

The researcher suggest the students who want to increase their passion and motivation in learning English. Basically, if the teacher is already creating interesting learning media but the students do not have the motivation, the learning media will not work properly. And for the teacher, they are can try to use and create learning media such as learning video to make the learning activity more attractive and fun. Also, to the next researchers, this research was limited and focus of studnets' perception on the use of learning short functional text (greetings card) through Canva aplication in learning English. The researcher hopes that to the next will enhance topic which are more detail and give more benefit to the future.

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