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by Yuke Elvin

TEACHING DESCRIPTIVE TEXT IN SENIOR HIGH

SCHOOL USING CANVA AS A MEDIA

FINAL ASSIGNMENT

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APPROVAL SHEET I

This is to certify that Final Assignment of Agusto Putra Raga under the title Teaching Descriptive Text in Junior High School Using Canva as a Media has been approved by paper advisors for further approval by the Examining Committee.

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Has been approved by the Committee of Final Assignment Examination on Tuesday, 17th July 2023, and is hereby declared to have fulfilled the requirement.

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ABSTRACT

Agusto Putra Raga. 2024. Teaching Descriptive Text in Senior High School Using Canva as a Media. Final Project: English Department, Faculty of Languages and Science. Wijaya Kusuma Surabaya. Supervisor: Dr. Ribut Surjowati, S.Pd., M.Pd.

Writing and Graphic Design with Canva This abstract discusses the role of the Canva graphic design platform in supporting the creative writing process. Canva makes it easy for writers to create engaging visual content without in-depth design skills. With an intuitive interface, Canva allows writers to combine text, images, and other design elements effectively. This research explores the impact of using Canva in increasing visual appeal and understanding messages in writing. The findings show that Canva can be a valuable tool for writers to express ideas visually, increase reader engagement, and enrich the overall reading experience.

Keywords: Teaching Descriptive Text Using Canva Media.

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A. INTRODUCTION

In this millennial era, writing is still considered to be a difficult skill. The difficulty lies in the fact that writing forces the mind to convert thoughts and emotions into a cognitive path in written output (Dedi Koswara, 2021). Nowadays, people in many different countries around the world including South Africa, Australia, New Zealand, England, the United States, Canada, and many more use English as their primary language of communication. English is regarded as the official language used internationally because it is the language that is spoken in the majority of nations worldwide. English is currently used not only for international communication but has also started to spread to a number of other fields, including politics, economics, and the workplace. English is becoming a very popular language among Indonesians. Not just in Indonesia, but everywhere throughout the world. English is the universal language in use in this globalized era. In light of this, it is undeniable that people are very interested in learning English everywhere, particularly in Indonesia. According to Chodijah (2000:21) on W. J. Hartanto (2022), English language learning is needed for all people, whether early childhood or adulthood because English is an international language that must be known to all people. It is not only learned but must be understood. Setyowati, L., Ahmad, D. N., & Alfahnum, M. (2023) state that education in Indonesia has implemented learning English as a graduation standard from elementary school to college. This is certainly very useful considering the importance of having the ability to speak English. For example, if an Indonesian student wants to

continue their studies abroad, one of the requirements is to be able to speak English. English is an important language to learn because English is a determining factor in achieving a nation's progress, therefore the curriculum in Indonesia requires English to be taught from elementary school to high school.

Learning English in Indonesia has various teaching methods, one of which is receiving attention is writing skills. So in teaching English at the high school level, writing skills are taught in. Lenski and Verbruggen (2010) state that there are four basic types of written texts, namely expository, descriptive, persuasive, and narrative. Of the many types of text, descriptive text is considered quite difficult for students to understand. According to (Jismulatif, 2020) One of the functional texts that students find most challenging to learn is the descriptive text. There are still many aspects of writing that many students struggle with, such as spelling, vocabulary selection, and matching titles to the content of essays. "Descriptive is the text picturing the person, place, and thing with clear detail to help the readers visualize an object which is described," according to Abisamra (2001: 1), as cited in (Jayanti, 2019). Tarigan (2014) on Susilawati, S., Hadi, W. and Eviyanti, E. (2021) that writing skills cannot be possessed automatically, but rather must go through a process of practice and practice a lot and regularlyTenth-grade students in vocational high schools study a variety of texts, including descriptive texts. However, students typically struggle with writing descriptive texts because they lack vocabulary in writing, particularly when it comes to writing descriptive texts, and they must use the present tense, which is difficult for

them. Descriptive text is a type of text that aims to describe or explain the characteristics of an object, place or event in detail. Text description aims to enable readers to imagine or understand clearly how something looks, sounds, smells or feels. Therefore, many students may face difficulties in learning descriptive text because it requires skills to describe objects, places or events with detail and appropriate language. Students tend to experience difficulties in participating in learning to write descriptive text which is carried out to develop students' writing abilities (Amalia & Rusfandi, 2020; Suryono, 2020). Students tend to experience difficulties in participating in learning to write descriptive text which is carried out to develop students' writing skills. According to Lewin (2003:117), Writing helps students reflect on, digest, and develop their ideas about the subjects that their English teachers are teaching them. Through writing, they can become proficient in a vitally important skill. Writing must be approached realistically with the understanding that it is a skill. This is a skill like driving, typing, cooking, etc., and can be learned like any other skill. However, writing is not an automatic process. For almost all students, competent writing is the result of hard work: determination, sweat, and direct struggle.

In addition, students' low writing ability is also caused by students' dislike of the way teachers teach descriptive text. Teachers only give a topic and then ask students to write without giving students time to think about what they will write. Some students read the text out of boredom or laziness, thus preventing them from getting better at writing. This causes students to feel uninterested in writing. If left unchecked, this problem will lead to a decline in students' writing ability. The learning process can

become tiresome due to ineffective teaching techniques or inappropriate learning approaches. In addition, students' motivation is still low. Efforts that can be made to overcome these problems are to use learning methods that suit the needs of students. One of the learning methods that can improve students' ability to write descriptive text is the picture-and-picture learning method. This learning model relies on pictures as the main media in the learning process. Through the pictures provided, students will be able and easier to understand the learning material delivered by the teacher, besides that students can find out things they have never seen (N.N.K. Dewi et al., 2019). In the process of learning to write. For certain students, writing in class can be a challenge. They often find writing boring because it is difficult to communicate their ideas. For several reasons, including poor grammar, unclear language standards, and insufficient facts to support a written piece. In this case, the researcher used Canva as one of the tools that can be useful for the educational process, especially in the composition classroom.

In the writing learning process, the picture and picture model will be able to help students develop ideas which are then poured into their writing. Several studies that have been conducted previously state that the picture and picture learning model based on picture media affects student learning outcomes (Purwani et al., 2018). Other research results also state that the Picture and Picture model can improve teachers' teaching skills, increase students' active role, and improve descriptive writing skills. Therefore, teachers try to combine learning using media in applying picture and picture

learning materials. Media that use technology can attract students' attention to participate in learning. (Ariyana, 2020) stated that the use of technology-based learning media is an effort to foster students' ideas and ideas to express what they see and hear through media directly or indirectly. The technology-based learning media used by teachers is Canva. (Qulub and Shifa, 2020) stated that learning media that utilizes technological developments is interactive learning media based on the Canva application to improve students' descriptive text writing skills.

Canva is a media that is quite popular and is in demand by many students. According to (Christiana & Anwar, 2021) With over a million images, graphics, and fonts at its disposal, Canva is a drag-and-drop website graphic design tool of visual technology media. Learning is made interesting with a variety of eye-catching designs. Teachers can teach students creativity, knowledge, and skills using the Canva application, enabling them to use this media in a variety of contexts. Canva is a technology-based application that offers an educational space for educators to use technology-based learning resources to carry out instruction. To pique students' interest in the learning process, Canva offers more captivating templates. Teachers can also use Canva to create visually appealing video backgrounds by using templates with eye-catching colors and extra fonts. Students not only acquire knowledge but also develop their creativity, skill, and inventiveness in creating the material they study. Additionally, using it is not too difficult. Explanations are provided for several studies pertaining to the Canva application. The proportion of student learning outcomes is

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rising, as can be seen. Based on the Canva application with very good criteria, the result demonstrates that students find it easier to master employment material when using audio-visual learning media. According to Rahmatullah, Inanna, and Ampa (2020), students' creative abilities in English subjects can be enhanced by using the Canva application as a learning tool. This is demonstrated by the rise in learning outcomes, student creativity, and learning motivation scores. Canva is thought to be a visually appealing teaching tool, so the author is keen to promote the processes involved in teaching writing with Canva.

B. DEFINITION OF WRITING

Texts that describe something or someone are known as descriptive texts. Its goal is to clarify and depict a specific subject, object, or person. According to Kane (2000: 352), the term description can be broadly defined as follows: The senses how something looks, sounds, and tastes are what make up a description. While description primarily addresses visual experience, it also addresses other types of perception.

In essence, a text that seeks to clarify, describe, or explain something is an explanation of the descriptive text. This something can be anything an animal, an item, a place, and so forth. The easy tense is typically used in descriptive writing, which concentrates on a single subject. The object is then covered in greater detail in the descriptive text once more. What then distinguishes the recount text. You will initially encounter instances of recount texts, which use the easy past to narrate tales from the

past. While more detail is provided in descriptive text. Moreover, descriptive writing can:

- Text Descriptive texts give details about the appearance of objects or people; they also use words to convey their characteristics.

- Additionally, descriptive text offers information about how Indonesian is used in accordance with the law and how this text ought to be used.

Descriptive Text Definition, Generic Structures, Purposes, Language Features

- Definition of Descriptive

Description Text A text describes the characteristics of a thing or a person. Its goal is to clarify and depict a specific subject, object, or person. According to Kane (2000: 352), the term description can be broadly defined as follows: The senses how something looks, sounds, and tastes are what make up a description. While description primarily addresses visual experience, it also addresses other types of perception. But in particular, the descriptive text is, "…… is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing." Hence, it can be claimed that this descriptive text describes the qualities of an individual or an object, including their form, attributes, quantity, and other characteristics. The descriptive text's obvious goal is to describe, depict, or make visible an abstract or concrete person or object.

C. MEDIA

Media outlets serve as channels for communication. The Latin word media, which means "medium in plural," is where the word originates. Leslie J. Briggs asserts that media is a physical tool typically employed for the transmission of material content. Additionally, according to Leslie J. Briggs, the instruments in question include computers, graphics, televisions, tape recorders, video recorders, cameras, and pictures. In its literal sense, the media refers to a middleman who acts as a bridge between the message's source and its intended audience. Film, television, diagrams, print media (printed material), computers, and other items are examples of what is included in the media. The media is generally a tool for delivering or conveying educational messages. Media used in the learning process encompasses all methods, resources, and tools. Learning media can help students become more interested in the material being presented, claims Latuheru. This aids in improving the way in which students comprehend the material being covered. In order to boost students' enthusiasm for learning, it is crucial to incorporate learning media into teaching and learning activities. There are various simple learning media that you can try to put into practice:

- **Audio Media**

Audio messages are channeled from message sources to message recipients through a variety of audio learning media. The sense of hearing and audio media are closely related. Audio media can communicate verbally (oral language or words) or non-verbally (sounds and vocalizations), depending on the type of message being

received. Examples of media include the radio, telephone, tape recorder, language lab, and others.

- **Visual Media**

  Media that solely rely on vision are referred to as visual learning media. This kind of visual learning media uses a projector or projection tool to display the content. Visual forms are filled with the intended message. Furthermore, the purpose of visual media is to draw in viewers, make concepts more understandable, and depict information that, when presented visually, may be simpler to comprehend and retain. Moving visual media and still visual media are the two categories of visual learning media. Here is an explanation.

  a) **Silent visual media**

  In the form of photographs, illustrations, flashcards, selected images, and cut-out images, frame films, assembled films, OHPs, graphs, charts, diagrams, posters, maps, and others.

  b) **Motion visual media**

  In the form of moving projected images such as silent films and so on.

- **Audio Visual Media**

  Various kinds of audio-visual learning media are media that can display sound and images. Judging from its characteristics, audio-visual media is divided into 2, namely silent audio-visual media and moving audio-visual media.

So, what are the online media that are suitable to be used as learning media at this time? Even though there are so many well-known social media such as Facebook, YouTube, Instagram, and Canva are more liked by many people. Canva is more in demand by many groups, from small children to adults. This makes me think that it will be easier and more affordable to convey knowledge or learning materials to many people, especially students.

D. CANVA

Canva is a very popular media and is in demand by many students. According to (Christiana & Anwar, 2021), Canva is a website graphic design tool and drag-and-drop visual technology media format that provides access to more than 1 million photos, graphics, and fonts. With a variety of interesting designs, the learning process will never be boring. As a technology-based application, Canva provides a learning space for all teachers to learn to use technology-based learning media. Canva offers other interesting templates to keep students interested in the learning process. Canva also allows teachers to use templates with interesting colors and additional fonts to create a beautiful background when displaying videos.

### E.	TYPE OF WRITING

#### 1.	Narrative Writing

The point of narrative writing is to tell a story. The writer tells a true or fictional story about characters and what happens to them over time. Narrative writing is used in novels, memoirs, biographies, short stories, creative essays, etc.

#### 2.	Descriptive Text

It is unusual for a work to consist entirely of descriptive text. Instead, expository writing is an integral part of other styles such as narrative and creative writing. For example, a short story might be written in a narrative format, but with a few descriptive paragraphs interspersed. Descriptive writing helps engage readers and [19] create an immersive experience by providing detailed descriptions of things, people, places, and situations. It gives the reader a picture, allowing them to imagine what it would be like to be in the scene with the character and experience what they are going through. Creative Writing Anything that doesn't fit into the four writing styles listed above can be considered creative writing. Think personal essays, memoirs, poems, songs, stand-up comedy scripts, plays, screenplays, and more. Your goal as a creative writer may be to share something thought-provoking, educational, inspiring, or entertaining. There are no rules to this. You can use any writing style, a combination of two or more styles, or none at all. You can write fiction or nonfiction. You can experiment with different formats and incorporate audio, video, photography, and art into your work as well.

3. Creative Writing

Anything that does not fit into the four writing styles listed above is considered creative writing. Possible works include personal essays, memoirs, poems, songs, stand-up comedy scripts, plays, and screenplays. Your goal as a creative writer may be to share something thought-provoking, educational, inspiring, or entertaining. There are no rules to this. You can use any writing style, a combination of two or more styles, or none at all. You can write fiction or nonfiction. You can also experiment with different formats and incorporate audio, video, photography, and art into your work.

F.   TYPE OF TEXT

Descriptive Text Definition, Generic Structures, Purposes, Language Features.

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- Text Descriptive texts give details about the appearance of objects or people; they also use words to convey their characteristics.
- Additionally, descriptive text offers information about how Indonesian is used in accordance with the law and how this text ought to be used.

2. **The example of Descriptive Text**
- The bedroom is my favorite place. The wall color is blue, my favorite color. This room is equipped with one comfortable bed facing directly to the window. Every morning, sunlight streams in through the windows and wakes me up.

- At the age of 17, I got a kitten that I had wanted for a long time. I then named her Kelly. When this cute cat arrived home, he was so fragile and tiny. However now it has grown into a beautiful white cat because he eats voraciously and often plays. The fur is thick and soft, my cat is very cute and charming. We will always take care of him.
- On my previous birthday, my friend gave me a teddy bear. The size of the doll is big. Its size is about 1.7 meters. The colors are brown and white. Very soft and fluffy. I feel very comfortable when I hug him. My sister also likes to hug my big teddy bear. I like bears because they are so cute.

3. **Generic Structure of Descriptive Text**

Certain generic structures are necessary for our writing to be true when we are writing descriptive text, but they are not required. The arrangement is:

- Identification: (contains the introduction of a person, place, animal, or object that will be described.)
- Description: contains a description of something such as an animal, thing, place or person by describing its features, forms, colors, or anything related to what the writer describes.

4. **Purpose of Descriptive Text**

- To describe a person, thing, or place in a specific
- To describe a particular person, thing or place.

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5.   **Language Feature of Descriptive Text**

- Specific participant: "has a certain object, is not common and unique (only one)." For example: Bandengan beach, my house, Borobudur temple, Uncle Jim

- "The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc."

- "The use of simple present tense: The sentence pattern used is simple present because it tells the facts of the object described."

- "Action verb: verbs that show an activity (for example, run, sleep, walk, cut, etc.…."

G.   **REVIEW OF RELATED LITERATURE**

The creation of Canva learning materials is also based on a phenomenon observed in the field, specifically the lack of Canva learning materials developed for use at MAN 1 Pontianak. Consequently, Canva valid and useful learning materials must be created. This project aims to distribute educational materials using Canva, a tool utilized at MAN 1 Pontianak. Teachers, particularly those who teach guidance and counseling, should be able to use these learning resources to supplement their advanced study material in the classroom.

Currently, Vocational High School (VHS) 1 Probolinggo teachers lack a comprehensive set of e-learning media development tools that are capable of meeting

their students' needs for creativity and skill. The findings of the analysis demonstrate that the teachers at VHS 1 Probolinggo are capable of creating media and putting learning models into practice that support students' creative abilities in the digital age, having received training and mentoring.

The purpose of this study was to find out the students' opinions regarding Canva as a teaching tool at SMA Negeri 6 Sijunjung. This study was descriptive in nature and employed a quantitative approach to gather data. It included 32 statements on a Likert scale with five scales: 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, and 5 for strongly agree. A percentage was used to illustrate the descriptive method of data analysis. According to the results, students thought Canva was a useful tool for learning English. Canva was viewed positively by the students at SMA N-6 Sijunjung as a medium for learning English, specifically in relation to the positivity of the statements for the sake of interest (7 statements), the positivity of the statements for the sake of concern (8 statements) above the mean total (4.22%), the positivity of the statements for the object (7 statements) above the mean (4.16%), and the positivity of the overall results.

H.   TEACHING WRITING AT JUNIOR HIGH SCHOOL

1.   Preparation

A teacher must prepare the learning needs before the implementation of learning activities. first of all, before writing the writing learning material, the

teacher must prepare a lesson plan (RPP), after that the teacher tells what application will later be used as a learning medium. in learning writing, students are instructed to have the Canva application as a means of teaching and learning between teachers and students. the steps that must be prepared by the teacher before teaching writing using the Canva application:

- Visual Presentation Material: Organize learning materials in the form of attractive and informative slides using Canva's design features.

- Writing Models: Present examples of writing or sentence structure as a guide for students.

- Clear Instructions: Adding detailed instructions and hints on each slide, using prepositions to give precise directions.

- Interactive Feedback: Perhaps add interactive elements such as comments or questions that students can answer.

- Practice Tasks or Exercises: Include tasks or exercises that allow students to apply their writing skills. By utilizing Canva, teachers can make learning to write more interesting and understandable for students.

2. **Presentation**

Before conducting learning activities that can be done before using Canva as learning media a teacher must be involved:

- Platform Introduction: Introduces students to Canva, explains key features, and provides a brief guide on how to use it.

- Clarification of Goals: Explain the purpose of using Canva in writing lessons, giving students a clear understanding of what is expected of them.

- Initial Practice: Provide a short practice to ensure students are familiar with the Canva interface before the main assignment begins.

- Concept Discussion: Conduct a short discussion about the concept or writing topic that will be explained using Canva, building students' initial understanding.

- Assignment Introduction: Provide an overview of the assignment, state instructions, and emphasize the use of Canva as a tool.

- Practical Demonstration: Demonstrate the steps for using Canva for writing purposes, ensuring students understand how to apply it. By doing these pre-activities, teachers can help students feel more comfortable and ready to face writing assignments using Canva.

During the activity of using the Canva app in teaching writing, some examples include providing direct guidance to students on how to use Canva for presentations or other visual materials that support writing. Teachers also provide active guidance to students as they use Canva, helping them overcome technical obstacles and ensuring understanding of writing concepts. Students also often collaborate using Canva for shared writing projects or give feedback to each other. And to conduct interim evaluations of student progress, provide constructive feedback, and provide additional guidance if needed. These

activities help maximize Canva's potential as a learning tool in improving students' writing skills.

- Direct Guidance: Provide hands-on guidance to students on how to use Canva to create presentations, infographics, or other visual materials that support writing.

- Supervision and Guidance: Provide active guidance to students as they use Canva, helping them overcome technical obstacles and ensuring understanding of writing concepts.

- Group Discussions: Host group discussions where students can collaborate using Canva for shared writing projects or provide feedback to each other.

- Creative Exploration: Encourage students to explore Canva's creative features, such as color selection, fonts, and design elements to express their ideas more powerfully.

- Assignment Customization: Provides space for students to customize their writing assignments based on feedback or inspiration that arises during their use of Canva.

- Interim Evaluations: Conduct interim evaluations of student progress, provide constructive feedback, and provide additional guidance as needed. These activities help maximize Canva's potential as a learning tool in improving students' writing skills.

After doing the activity of using Canva in teaching writing, the post-activity steps may include:

- Presentation of Results: Allow students to present their work created with Canva to the class, facilitating discussion and feedback from classmates.

- Individual Reflection: Encourage students to reflect on their learning process, identifying challenges faced and achievements achieved while using Canva.

- Corrections and Corrections: Engage students in joint corrections or correction sessions, where they can provide constructive feedback on classmates' work.

- Evaluation Discussion: Hold a class discussion session about the advantages and disadvantages of using Canva in a writing context, as well as ways to improve its use in the future.

- Discussion of Results: Analyze the results collectively to highlight strong points and provide additional insights that can help students understand the effective use of Canva in a writing context. Assignment Follow-up: Provide follow-up assignments or subsequent writing projects that utilize the experience and skills gained through using Canva. By carrying out activities after using Canva, teachers can maximize the benefits of teaching writing with this medium and help students internalize the skills they have learned.

3.   **Evaluation**

Evaluation of the activity of using Canva in learning can include several aspects:

- Achievement of Learning Goals: Measuring the extent to which students achieve the learning goals that have been set, whether in developing writing skills, understanding concepts, or creativity.

- Student Participation: Assess students' level of participation during activities, including collaboration and active engagement in assignments involving Canva.

- Quality of Material Created: Evaluate the quality of visual or written material produced by students using Canva, including accuracy, creativity, and clarity.

With a holistic evaluation of these various aspects, teachers can understand the impact of using Canva in learning and make adjustments as needed to improve the student learning experience.

I.   CONCLUSION AND SUGGESTION

This Chapter presents the conclusion and suggestions. It includes a conclusion and suggestion.

Conclusion

1.   The author is trying to teach learning to write by using the Canva application media, the author can take advantage of insightful design and layout features to create interesting content. Using text, images, and other design elements to convey information visually. You can also access the various provided to facilitate the process of creating writing learning materials.

2. The use of the Canva application can help students have enthusiasm, can attract students to increase their interest in writing, and have been able to develop their way of writing but they have not been able to use grammar correctly (sometimes bad, sometimes good). By using the Canva application students can not only improve their writing skills but also like to write

Suggestion

This research shows that using the Canva application can improve students' writing comprehension. Based on the conclusions above, several suggestions are put forward as follows:

1. English teachers are advised to use learning media, especially the Canva application, to make learning more interesting and active, especially in writing texts because this application is popular among teenagers and can make students more interested and increase understanding when learning to write.

2. Students feel that learning becomes more enjoyable with new learning methods. By using Canva as a learning medium, students become better at understanding reading texts that have been prepared by the teacher. So that students' grades can reach the KKM.

3. Teachers and students feel helped by the use of sophisticated technology, on the one hand teachers have new media with current millennial generation trends, and on the other hand students enjoy learning because they use applications that they often use.

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