

**TEACHING DESCRIPTIVE TEXT IN SENIOR HIGH
SCHOOL USING CANVA AS A MEDIA**

FINAL ASSIGNMENT



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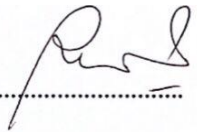
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APPROVAL SHEET I

This is to certify that Final Assignment of Augusto 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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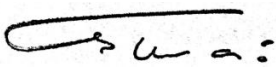


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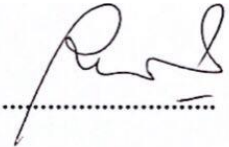
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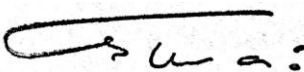
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ABSTRACT

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.

Canva is an online graphic design platform that allows users to create various types of designs easily. In learning to write, Canva can be applied by creating text visualizations, such as posters, infographics, or presentations, to strengthen writing concepts. Steps to apply Canva in learning writing: 1. Choose a template: Start by choosing a template that suits the learning objectives, for example, a creative writing poster or an infographic on how to write. 2. Add Content: Fill the template with text and images that support the writing concept being taught. Focus on the key points or writing rules that you want to convey. 3. Use Images and Icons: Visualization with images or icons can help understand concepts better. For example, a description of the writing process or icons for types of sentences. 4. Color and Design Emphasis: Use attractive colors and appropriate designs to attract attention. Make sure the layout is easy to understand. 5. Collaboration: Canva allows online collaboration. Teachers can collaborate with students to create joint projects or assign creative design assignments. By integrating Canva into writing lessons, students can develop their writing skills while simultaneously improving their graphic design abilities.

Keywords: Teaching Descriptive Text In Senior High School Using Canva As a Media.

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 regularly Tenth-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 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. TEACHING WRITING

o 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 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.

- **BASIC COMPETENCIES**

The basic competencies for learning descriptive text using Canva media can be formulated as follows:

Material: Writing Descriptive Text using Canva

1. Basic Competencies:

- Write descriptive text using good, correct and clear Indonesian.
- Using Canva media to present descriptive text visually and attractively.

Achievement Indicators:

- Students can compose descriptive text which includes:
 - Description of objects or places in in-depth detail.
 - Selection of appropriate and varied words.
 - Linkages between sentences to form a coherent text.
- 2. Students are able to apply Canva to:
 - Choose a template that suits the purpose and type of descriptive text.
 - Add images, icons, or other visual elements that support the description.
 - Use color and layout effectively to increase visual appeal.
- 3. Students can collaborate:
 - Participate in co-design projects using Canva's collaboration features.
 - Provide positive feedback on classmates' designs and texts.
- 4. Students present the results:
 - Present descriptive text orally with confidence and clarity.
 - Explains the selection of design elements in Canva that support the purpose of descriptive text.

With these basic competencies and indicators, learning descriptive text using Canva media can effectively combine writing skills and visual design skills.

F. TEACHING WRITING AT SENIOR HIGH SCHOOL

1. Preparation

In preparation for teaching descriptive text using Canva, pre-activities include developing understanding of descriptive writing and familiarizing students with the Canva application. Starting with an introduction to the power of descriptive language, students will explore the intricacies of creating vivid mental images through words. The next step involves a guided Canva orientation, ensuring students understand the basics of the app's tools for seamlessly combining text and visuals. As part of this activity, students will study Canva's image library, selecting images that serve as a foundation for their descriptive efforts. This introduction sets the stage for a journey into descriptive writing, blending creativity and technology through Canva's innovative lens.

2. Presentation

To teach descriptive text to students using Canva, the first step is to introduce the concept of descriptive writing, explaining the importance of vivid details. Leverage Canva's easy-to-use interface to create engaging visual materials, such as infographics or posters, that illustrate descriptive text elements. Engage students by giving them assignments to explore Canva templates to create their own descriptive visuals, developing descriptive language skills and visual creativity. Encourage collaboration by leveraging Canva's features that allow students to work together on group projects, combining written and visual elements. The synergy between Canva's descriptive writing and visual tools creates an interactive and stimulating learning environment, improving students' overall language and design skills.

3. Evaluation

To conclude learning descriptive text with Canva, invite students to share their work with each other. Give them the opportunity to present the visuals and descriptive

writing they have created using the Canva platform. Facilitate reflective discussions, questions, or feedback from classmates to enrich their learning experience. Emphasize the importance of using vivid details in descriptive writing and how using visual tools like Canva can strengthen the message. End the lesson by summarizing key points, encouraging students to continue developing their writing and visual design skills. Give appreciation for their hard work and creativity, motivating them to continue exploring their potential in exploring descriptive text using Canva. The following are the criteria and assessment columns achieved by students.

Aspect Of Writing	Score	Criteria
Spelling	4	The text has no mistake in spelling
	3	The text has 1-2 mistakes in spelling
	2	The text has 3-4 mistakes in spelling
	1	The text has more than 4 mistakes in spelling
Grammar and Vocabulary	4	True and correct
	3	Sometimes less precise but doesn't affect the meaning
	2	Less precise and influence the meaning
	1	Difficult to understand
The clarify of meaning	4	Very clear and very effective
	3	Quite clearly and effective
	2	Clear but not effective
	1	Less clear
Ideas relationship between paragraph	4	It is clear
	3	Clear enough
	2	Less clear

G. CONCLUSION

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. 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

H. REFFERENCES

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APPENDIX I

LESSON PLAN

Subject	:English Language
Grade	:Senior High School/Grade 10 th
Meeting	:1 st
Skill	:Writing and Listening
Learning Aids	: Canva
Topic	:Descriptive Text

A. STANDARD COMPETENCE

3. Students' ability to identify, explain, and compose clear descriptions regarding an object, place, or person. Students are expected to be able to use rich language, pay attention to important details, and construct sentences in an orderly manner. This competency standard may also involve the application of technology, such as the use of design tools such as Canva, to improve visual presentation and media diversity in conveying descriptive text. In addition, the ability to collaborate in group projects can also be part of competency standards, strengthening the social and collaborative aspects of developing descriptive writing skills.

B. BASIC COMPETENCE

- 3.3 Students' ability to observe, identify, and convey information clearly about objects, places, or people. Students are expected to be able to use appropriate and interesting descriptive language, paying attention to relevant details. Basic competency also includes the ability to compose text with a good structure, including the use of varied sentences to provide clarity and interest. In the context of technology use, basic competency can

include the application of simple design tools, such as the use of visual elements in Canva or similar tools, to enrich the presentation of descriptive text.

C. INDICATOR

- 4.3.1. Students can create infographics that present information clearly using the various design and graphic elements available in Canva.
- 4.3.2. Students' ability to create engaging presentations by utilizing layouts and design elements from Canva to visualize ideas or concepts.
- 4.3.3. Students can create educational posters that make effective use of images, text, and color to convey messages clearly.

D. LEARNING OBJECTIVES

1. Students will learn to recognize and use descriptive language effectively to convey vivid details and sensory imagery in their writing.
2. Students will understand how to incorporate visual elements, such as images, icons, and color schemes, in Canva to complement and enhance the descriptive text.
3. Students will showcase their descriptive writing skills through a final project using Canva, demonstrating proficiency in combining textual and visual elements to create engaging and descriptive compositions

E. LEARNING MATERIAL

Descriptive Text

Purpose :

Provides a detailed and vivid description of an object, place, or event so that readers can clearly imagine and feel the experience.

Language Features :

- language features:
- use adjective sentences
- use verb sentences
- use figurative language
- use sensory language

F. MEDIA

Equipment: projector, speakers, laptop

Media: Canva App, Print

Learning resources: English books, and picture books for other referencess

G. TEACHING LEARNING ACTIVITIES

1. Opening Activities
 - a. The teacher greeted the students and the students answered the greeting.
 - b. Students pray to start learning.
 - c. Teacher rolls student attendance.
 - d. Delivering learning objective.
 - e. The teacher asks the students.
 - Have you ever heard about Descriptive text before?
 - Have you ever make something or do something specific before?
 - What is your favorite design or template in Canva?

Time allocation : 15 minutes

2. Main Activities
 - a. The teacher instructs students to each divide into 5 groups.

- b. Teachers tell students how to use Canva.
- c. Students watch a YouTube video about "How to use Canva media".
- d. The teacher explains descriptive text based on examples seen in front of the projector screen.
- e. After that the teacher gives the students the opportunity to ask questions.
- f. The teacher gives students a Canva link that will be used as material.
- g. Students watch a YouTube video about "how to edit posters in the Canva application".
- h. Then students are asked to analyze and identify ways to apply Canva based on what they have seen and heard by paying attention to grammar and YouTube videos.
- i. The teacher gives each group an assignment to create a descriptive text.
- j. Students present the assignments they have been given in front of the class.
- k. Teachers assess students' writing abilities.

Time allocation : 60 minutes

3. Closing Activities

- a. Students are directed to make conclusions about the material they have studied.
- b. Students listen to reflections on learning, the benefits obtained by studying descriptive text in everyday life.
- c. Students receive assignments and a glimpse of plans for the next meeting (follow-up).
- d. Students are encouraged to study, do assignments, and repeat lessons at home.
- e. Students and teachers ended teaching and learning activities with prayers of gratitude and greetings.

- f. The teacher appoints one of the students to lead the prayer by giving thanks to the presence of Almighty God.

Time allocation : 15 minutes

H. EVALUATION

Using Canva in teaching descriptive text can enhance the learning experience by combining visual design with descriptive writing:

1. Introduction to Canva: Familiarize students with the Canva platform. Provide a brief overview of its features, templates, and design tools.
2. Create Canva Accounts: Instruct students to create Canva accounts if they don't have one. This will enable them to save and share their projects.
3. Explore Descriptive Templates: Guide students to explore Canva's template library. Look for templates suitable for descriptive content, such as presentation slides, posters, or infographics.
4. Select a Descriptive Topic: Have students choose a descriptive topic for their project. It could be a place, object, or event that they want to describe in detail.
5. Write Descriptive Text: Instruct students to write a descriptive paragraph or text about their chosen topic. Emphasize the use of vivid language and sensory details.
6. Add Visual Elements: Encourage students to enhance their descriptive text by adding visual elements. This can include relevant images, icons, or illustrations from Canva's library.
7. Final Presentation: Have students present their descriptive Canva projects to the class. This can be done verbally or by sharing the Canva link, depending on the format.

1. Assessment Rubric Writing Skill

NO	WRITING DIALOG RUBRIC				
	ASPECTS	EXCELLENT	GOOD	ENOUGH	POOR
1	Idea30%	4	3	2	1
2	Grammar40%	4	3	2	1
3	Vocabularies30%	4	3	2	1
	TOTAL	16	12	8	4

Excelent : 4

Good : 3

Enough : 2

Poor : 1

Aspect	Excellent(3)	Good (2)	Poor(1)
Idea (30%)	Ideas are written according to the theme, original and creative	The written idea does not match the theme and is creative, but is still original	The ideas written do not match the theme, are not original and lack creativity
Grammar (40%)	There are no errors in grammar	There are 1 – 5 grammatical errors	There are more than 5 grammatical errors
Vocabularies(30%)	Use vocabulary that is correct, precise and easy to understand	Uses inappropriate vocabulary, but does not affect the meaning	Using vocabulary that is inappropriate, inaccurate and difficult to understand