

UNDERGRADUATE THESIS

**ENHANCING THE STUDENTS' WRITING ABILITY THROUGH CANVA
APPLICATION ON THE EIGHTH GRADE AT SMP NEGERI SATU ATAP
04 TULANG BAWANG BARAT**



By:

SITI ASTUTI

Student ID. 2101050026

**Faculty of Tarbiyah and Teacher Training
English Education Study Program**

STATE ISLAMIC INSTITUTE OF METRO

1446H/2024M

**ENHANCING THE STUDENTS' WRITING ABILITY THROUGH
CANVA APPLICATION ON THE EIGHTH GRADE AT SMP NEGERI
SATU ATAP 04 TULANG BAWANG BARAT**

Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
Siti Astuti
Student ID. 2101050026

Faculty of Tarbiyah and Teacher Training
English Education Department

Sponsor: Rika Dartiara, M.Pd

**STATE ISLAMIC INSTITUTE OF METRO
1446H/2024M**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title : ENHANCING WRITING ABILITY THROUGH CANVA
APPLICATION ON THE VIII GRADE AT SMP NEGERI
SATU ATAP 04 TULANG BAWANG BARAT

Name : Siti Astuti

Student Number : 2101050026

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty and Teacher Training
of State Islamic Institute (IAIN) of Metro.

Head of English Education Study Program

Dr. Much Deniatur.M.Pd.B.I.
NIP. 198803082015031006

Metro, October 16, 2024
Sponsor

Rika Dartiara M.Pd.
NIDN. 2015099101



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqsyahkan Skripsi
Saudari Siti Astuti**

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Siti Astuti
NPM : 2101050026
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : ENHANCING WRITING ABILITY THROUGH CANVA
APPLICATION ON THE VIII GRADE AT SMP NEGERI SATU
ATAP 04 TULANG BAWANG BARAT


Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, October 16, 2024
Pembimbing


Rika Dartiara M.Pd.
NIDN. 2015099101



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FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Siti Astuti**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script
which is written by:

Name : Siti Astuti
Student Number : 2101050026
Study Program : English Education
Faculty : Tarbiyah and Teaching Training
Title : ENHANCING WRITING ABILITY THROUGH CANVA
APPLICATION ON THE VIII GRADE AT SMP NEGERI SATU
ATAP 04 TULANG BAWANG BARAT

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Study Program

Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, October 16, 2024
Sponsor

Rika Dartiara M.Pd.
NIDN. 2015099101



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

No. B-5123/1n-28-1 / D/PP.00-9/11/2024.

An undergraduate thesis entitled: ENHANCING THE STUDENTS' WRITING ABILITY THROUGH CANVA APPLICATION ON THE EIGHTH GRADE AT SMP NEGERI SATU ATAP 04 TULANG BAWANG BARAT, Written by Siti Astuti, student number: 2101050026, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, October 28th, 2024 at 08.00-10.00 a.m.

BOARD OF EXAMINERS:

- Chairperson : Rika Dartiara, M.Pd. (.....)
- Examiner I : Dr. Widhiya Ninsiana, M.Hum. (.....)
- Examiner II : Yeni Suprihatin, M.Pd. (.....)
- Secretary : Dr. Yuniarti, M.Pd. (.....)



The Dean of Tarbiyah and Teachers Training Faculty


Dr. Zuhairi, M.Pd.
 NIP. 196206121989031006

ABSTRACT

ENHANCING WRITING ABILITY THROUGH CANVA APPLICATION ON THE VIII GRADE AT SMP NEGERI SATU ATAP 04 TULANG BAWANG BARAT

By: Siti Astuti

The aim of this research is to find out whether the Canva application learning media could enhance the writing ability of eighth grade at SMP Negeri Satu Atap 04 Tulang Bawang Barat.

This research used Classroom Action Research (CAR) method that consists of two cycles and each cycle consists of planning, action, observation, and reflection. The subjects of this study were 18 students. In collecting data, the researcher used tests consisting of Pre-test, Post-test I, Post-test II, observation, documentation, and field notes.

The findings of this study are that the Canva application learning media can enhance the writing ability of eighth grade at SMP Negeri Satu Atap 04 Tulang Bawang Barat. This fact can be seen from the students' average score in the pre-test with an average of 57,5 (0%), it enhanced in cycle I with an average of 65,7 (22%), and in cycle II with an average of 80,5 (100%). This conclusion is that there was a significant improvement using the Canva application learning media on the students' writing ability in the eighth grade at SMP Negeri Satu Atap 04 Tulang Bawang Barat.

Keyword: Canva, Classroom Action Research (CAR), Writing Ability

ABSTRAK

ENHANCING WRITING ABILITY THROUGH CANVA APPLICATION ON THE VIII GRADE AT SMP NEGERI SATU ATAP 04 TULANG BAWANG BARAT

Oleh: Siti Astuti

Tujuan dari penelitian ini adalah untuk mengetahui apakah media pembelajaran aplikasi Canva dapat meningkatkan kemampuan menulis siswa kelas VIII di SMP Negeri Satu Atap 04 Tulang Bawang Barat.

Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang terdiri dari dua siklus dan setiap siklusnya terdiri dari perencanaan, tindakan, observasi dan refleksi. Subjek dalam penelitian ini terdiri dari 18 siswa. Dalam pengumpulan data, peneliti menggunakan tes yang terdiri dari pre-tes, pos-test I, pos-tes II, observasi, dokumentasi dan catatan lapangan.

Hasil dari penelitian ini adalah bahwa media pembelajaran aplikasi Canva dapat meningkatkan kemampuan menulis siswa kelas VIII di SMP Negeri Satu Atap 04 Tulang Bawang Barat. Fakta ini dapat dilihat dari nilai siswa pada pre-tes dengan rata-rata 57,5 (0%), meningkat pada siklus I dengan rata-rata 65,7 (22%), dan pada siklus II dengan rata-rata 80,5 (100%). Kesimpulannya adalah terdapat peningkatan yang signifikan pada kemampuan menulis siswa kelas VIII di SMP Negeri Satu Atap 04 Tulang Bawang Barat dengan menggunakan media pembelajaran aplikasi Canva.

Keyword: Canva, Menulis, Penelitian Tindakan Kelas (PTK)

RESEARCH ORIGINALITY

The undersigned:

Name : Siti Astuti
Student ID : 2101050026
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's study, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, October, 24th 2024

The Researcher



SITIASTUTI

Student ID. 2101050026

ORIGINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Siti Astuti
NPM : 2101050026
Program Studi : English Education
Fakultas : Tarbiyah and Teacher Training

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 24 Oktober 2024

Yang Menyatakan



SITIASTUTI
NPM. 2101050026

MOTTO

“Everyone will pass away except their work, so write something that will make you
happy in the afterlife.”

~ **Ali bin Abi Tholib**

“If you make a mistake the first time and/or try many times, it shows
that you are a human”.

~ **Siti Astuti**

DEDICATION

With humility, accompanied by prayer and gratitude to the presence of Allah SWT, this research presents this simple work as a sign of devotion and sincere and deep love to:

1. Mr. Haryanto and Mrs. Sri Palupi, the best parent, the angels from heaven without boundaries who always sacrifices, guides and prays at all times for my success in this world and the hereafter, with sincerity of prayer, sweat and tears and uninterrupted love, always prays and provides motivation for my success.
2. My sweeties younger sisters Nita Veliana and Karisa Agustina, who always provide encouragement and moral support so that I can persevere in completing this final assignment.
3. The big family of my father and mother who always give me their great hopes to always be enthusiastic in pursuing higher education.
4. All of lecturers of the English education study program whose have always helped and facilitated all the researcher's needs so far.
5. My friends in the struggle of English education class of 2021 especially Amalia Khusnul Khotimah, Oktaviana Aisyah, Melatiara Arsanti and Kuy Nongkrong as close friends who have always been friends to chase my dreams and make history in my life, have been the best family for the last 4 years.
6. Everyone who has provided moral and spiritual support so that I can finish this undergraduate thesis properly and on time.
7. My proud almamater, State Islamic Institute (IAIN) of Metro Lampung.

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Assalamu'alaikum Warahmatullahi Wabarakatuh.

Bismillahirrahmanirrahim, Allah said: "Therefore remember Me, I remember you, and be grateful to Me, and do not be ungrateful to Me." (Qur'an 152). Therefore, first of all let me say *Alhamdulillah* *rabbi'l'amin*. All praise belongs to Allah SWT, the Most Gracious, the Most Gracious, the Most Merciful, and the Lord of the worlds, for the abundant mercy, love and guidance given to me without which the researcher would never have completed this researcher proposal.

The researcher expresses her deepest gratitude to:

1. Prof. Dr. Siti Nurjanah, M.Ag., PIA, as Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd as the Dean of the Faculty of Tarbiyah and Training of IAIN Metro Lampung.
3. Dr. Much Deniatur, M.Pd.B.I., as Head of the English Language Education Department of IAIN Metro Lampung.
4. Rika Dartiara, M.Pd, as the supervisor who has provided knowledge and support, advice, patience, assistance, concern, correction, and valuable knowledge that has been given to me. Without her guidance and guidance, I would not have been able to complete this researcher proposal.

The researcher owes a huge debt of gratitude to my dearest mother and father who have supported, encouraged and helped me at every stage of the researcher personal and academic life.

Finally, the researcher realized that this undergraduate thesis is far from outstanding. Therefore, the researcher accepts criticism, suggestions and constructive criticism gladly.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Metro, 01 October 2024

Researcher

A handwritten signature in black ink, appearing to be 'Siti Astuti', with a small '1' at the end.

SITI ASTUTI

St. ID. 2101050026

LIST OF CONTENT

COVER	i
TITLE	ii
APPROVAL	iii
LEGISLATION	iv
ABSTRACT	v
ABSTRAK	vi
RESEARCH ORIGINALITY	vii
ORIGINALITAS PENELITIAN	viii
MOTTO	ix
DEDICATION	x
AKNOWLEDGMENT	xi
LIST OF CONTENT	xiii
LIST OF TABLE	xvi
LIST OF PICTURE	xvii
LIST OF APPENDICES	xviii
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Problem Identification.....	5
C. Problem Limitation	5
D. Problem Formulation	5
E. The Objective and Benefits of the Study	6
F. Prior Research	6
CHAPTER II THEORITICAL REVIEW	9
A. Concept of Writing.....	9
1. The Writing Definition.....	9
2. The Writing Process	11
3. The Writing Purpose	13
4. The Writing Measurement	13
B. Concept of Descriptive Text	15

1. The Descriptive Text Definition	15
2. The Kinds of Descriptive Text	17
3. The Structure and Example of Descriptive Text	20
C. Concept of Canva Application	21
1. The Canva Application Definition	21
2. The Canva Application Advantages and Disadvantages	24
3. The Step of Using Canva	26
D. Action Hypothesis	29
CHAPTER III RESEARCH METHOD	30
A. Variable and Operational Definition of Variable	30
B. Research Location	30
C. Subject and Object of Study	30
1. The Subject of Study	30
2. The Object of Study	31
D. Action Plan	31
1. Cycle I	32
2. Cycle II	35
E. Data Collecting Technique	38
1. Test	38
2. Observation	39
3. Documentation	39
4. Field Note	39
F. Data Analysis Technique	40
G. Indicator of Success	41
CHAPTER IV RESULT AND DISCUSSION	42
A. Research Result	42
1. Research Location	42
2. Research Data	43
a. Pre-Test	44
b. Cycle I	45
c. Cycle II	50

B. Discussion	55
CHAPTER V CONCLUSION AND SUGGESTIONS	59
A. Conclusion	59
B. Suggestions	59
BIBLIOGRAPHY	61
APPENDICES	64
BIOGRAPHY	93

LIST OF TABEL

Table 1.1 Student's English Score of Eighth Graders of SMP Negeri Satu Atap 04 Tulang Bawang Barat.....	3
Table 2.1 Writing Ability Rubric Score.....	14
Table 2.2 List of Descriptive Words.....	16
Table 2.3 Purpose for Descriptive.....	17
Table 3.1 The Subject of Eighth Grade of SMP Negeri Satu Atap 04 Tulang Bawang Barat.....	31
Table 4.1 The Students' Pre-Test Score.....	44
Table 4.2 The Percentage Pre-Test Score.....	45
Table 4.3 The Students' Post-Test I Score.....	47
Table 4.4 The Percentage Post-test I Score.....	48
Table 4.5 The Result of the Students' Activity in Cycle I.....	49
Table 4.6 The Students' Post-Test II Score.....	52
Table 4.7 The Percentage Post-test I Score.....	53
Table 4.8 The Result of the Students' Activity in Cycle II.....	54
Table 4.9 The Result of the Pre-test, Post-test I and Post-test II.....	56
Table 4.10 The Result of the Students' Activity in Cycle I and Cycle II.....	57

LIST OF PICTURE

Picture 2.1 Canva Application Icon	26
Picture 2.2 Canva Application Display in canva.com Site	27
Picture 2.3 Canva Application's Search Field	27
Picture 2.4 Template Options on Canva Application.....	28
Picture 2.5 Template Customization	28
Picture 2.6 Design Link.....	29
Picture 3.1 The Action Research Spiral (Based on Kemmis and Mc Taggart)	32

LIST OF APPENDICES

Appendix 1 Syllabus	65
Appendix 2 Lesson Plan I	67
Appendix 3 Lesson Plan II.....	72
Appendix 4 Pre-test.....	77
Appendix 5 Post-test I.....	78
Appendix 6 Post-test II	82
Appendix 7 Documentation of the Students' Learning Results.....	86
Appendix 8 Documentation of the Students' Learning Activities.....	89
Appendix 9 Field Note	92
Appendix 10 Letters.....	93

CHAPTER 1

INTRODUCTION

A. Background of Study

English has been introduced to learners from a basic level. In English learning, educators play a key role in achieving the purpose of learning. An English teacher instead of explaining concepts, principles, and theories should also teach English by creating good conditions for active learners' involvement to take place.

English is a foreign language in Indonesia, it is one factor why there is low of students' interest in English learning, since learning is used conventionally and makes learners saturated with the same learning media. "It is so important to learn English actually from very early year for the sake of preparing the generations who have intelligible knowledge in order to be able to compete in this globalization era in which the development of the technology and science has ascended".¹ Developing this teaching media is a creationist's creativity to help learners understand and absorb information in the lesson, remembering that the characteristics of the learner in the classroom are heterogeneous. The development of teaching media may also be used to negate a subject, such as an English lesson.

English learning generally only relies on educators and textbooks as learning resource. But the learning media exist now is just book only. So that it makes students bored or depressed because the sentence used are stiff and

¹ Elysa Hartati, "The Language Functions Used by Teachers of Content Subjects Using English as the Medium of Instruction (The Case of Mathematics and Science Teachers in Semesta Bilingual Senior High School)", *English Education Journal* 3, no.2 (2013), 87.

do not communicate. “English has long been used as a global language for communication worldwide, and the language use of it as a language tool is of importance.”² Ironically, English lesson is still a difficult and intimidating subject for learners. This is because the English is a foreign language, let alone the distasteful and monotonous form of its learning. The perception of learners who think English is just a difficult language, makes it one of the subjects the students fear.

Writing is an essential language skill for students. Writing is not just recording words on paper, but also plays a role in developing students' reasoning skills. This is in accordance with the opinion of Moh. Hafidz, “the writing is an idea that is poured in the form of a word, clause, sentence and even text where the writing have some a rules which must understanding by all human like point, coma even capitalization”.³ In order for students' students' writing ability are well developed, it is necessary to pay special attention to this aspect this aspect. Writing is inevitable in education, as almost all lessons require students to be able to write well all lessons require students to be able to write well and accurately precise. While Indonesian lessons should be a fun and interesting experience, the reality is often different, when learning to write descriptive texts, the student often only use a certain theme without realizing that not all students understand or have experiences related to the theme. This causes students to feel bored and less eager to write

² Napak-on Sritrakarn, “The Effects of Anonymity and Non-Anonymity on Students' Writing Reviews and Corrections”, *English as a Foreign Language International Journal* 25, no. 4 (2021): 4.

³ Moh. Hafidz, *Basic Academic Writing*, (Jawa Timur: STKIP PGRI Bangkalan, 2010), 34.

descriptive text, because they feel unfamiliar and confused about what to write feel unfamiliar and confused about what to write. As a result, students' learning outcomes tend to be low and do not reach the standard of mastery.

Based on the pra-survey on July, 12 2024, the researcher did the interview with the teacher that the researcher has been done to get the data of the research it is found that the learner's interest in learning English is low and the media used is limit, only to the textbook and the teaching module. Besides that, the teacher use the scientific approach to make students more active in learning, but the teacher method is still used to provide direction and information about learning materials.

In addition, the researcher also obtained the data that the students' writing score ability can be seen from the result of the students' last semester which are held at SMP Negeri Satu Atap 04 Tulang Bawang Barat on 12 July, 2024. Students' scores can be seen in the following table:

Table 1.1
Student's English Score of Eighth Graders of
SMP Negeri Satu Atap 04 Tulang Bawang Barat

No	Interval Score	Students Score Total	Percentage
1	96 – 100	0	0
2	91 – 95	0	0
3	86 – 90	1	5
4	81 – 85	3	17
5	76 – 80	0	0
6	71 – 75	0	0
7	66 – 70	9	51
8	61 – 65	0	0
9	56 – 60	3	17
10	51 – 55	2	10
11	46 – 50	0	0

12	41 – 45	0	0
13	36 – 40	0	0
14	31 – 35	0	0
15	26 – 30	0	0
16	21 – 25	0	0
17	16 – 20	0	0
18	10 – 15	0	0
	> 75	4	22%
	< 75	14	78%
	TOTAL	18	100%

Based on the data above, there were 14 students who scored less than 75 or 78%, because the passing score for English is 75. Meanwhile, there were only 4 students or 22% who scored more than 75. Lack of writing ability affects the results of low student scores. Therefore, it can be concluded that many students still have problem in writing ability because they did not pass the school passing grade for English subject.

One of the supports for success in learning to write descriptive text is by utilizing learning media. One of the media that is applied to support the teaching and learning process to be better can use the Canva Application. Utilization of the Canva Application is one of the simple visual learning media to facilitate the way students learn, this media is made at a relatively low cost, easy to understand and understand, but indispensable as a tool that can stimulate student learning motivation. Through this Canva Application, students are expected to find it easier to express the ideas and ideas they want to convey, because in the Canva Application there are images, text, or symbolic signs that become clues and stimuli for students to provide the desired response, so that it can help students in writing descriptive text.

Based on the phenomenon above, the researcher conduct a research using the Classroom Action Research (CAR) method provides alternative by Canva Application learning media offer English learning more appealing so that learners can be improve their writing ability well. Therefore the researcher conducted the research under the title “Enhancing the Students’ Writing Ability through Canva Application on the VIII Grade at SMP Negeri Satu Atap 04 Tulang Bawang Barat.”

B. Problem Identification

Based on the background of the problems, the researcher can identify some of the following problems:

1. Students’ writing ability scores are still low
2. The writing learning media used is inadquate

C. Problem Limitation

The problem that will be discussed in this research is limited in enhancing the writing ability of the eight grade using Canva Application.

D. Problem Formulation

Based on the problem limitation above, the researcher concluded has formulated the problem is:

Can the use of Canva Application improve the writing ability of the eighth grade at SMP Negeri Satu Atap 04 Tulang Bawang Barat?

E. The Objective and Benefits of the Study

1. The Objective of the Study

The objective of this research is to know the use of using canva application can enhance student writing ability of the eighth grade at SMP Negeri Satu Atap 04 Tulang Bawang Barat

2. The Benefits of the Study

a. For the students

As a way for all the students to be able to write the English text well.

b. For the teacher

This media will be an alternative media in English teaching and learning process. Teacher must give full attention for students' writing.

c. For the next researchers

This research can be used as a reference in developing research about writing ability and/or Canva Application.

F. Prior Research

There are several studies that have been published and are in the line with this research. First, from Widya Sekar Ningrum's research with the title "The Effect of Canva Application Use in Writing Student Description Text Class VII SMPN 14 Dumai". The method use research is Quantitative the subject of the study is eighth grader. The t-test result is $0.000 < 0.05$, so H_a is accepted. Then H_a is accepted. The population in this study amounted to 287 students. The similarities in this study are the types of learning media that the

research methods used. In addition, the difference in this study lies in the method of the research. The similarity in this study is the use of Canva as a learning media.⁴

The second, from Nur Rohmah Noviyanti, Romdani and Sari Astuti's research with the title "The Using Picture by Canva to Improve Writing Skill". The method used in this research is Classroom Action Research (CAR) with the subject is tenth grade of SMAIT Raflesia involving 23 females. In Cycle I the average score of writing recount text is 68.7, in Cycle II is 79.2, while in cycle III is 83.3. The improvement student impression based interview, test and observation, from Cycle I test to Cycle III test is 14 points. It can be concluded that the use of picture by canva as media in teaching-learning English can improve the students' writing skill of the tenth grade of SMAIT Raflesia Depok in the school year of 2022/2023. The similarities in this study are the types of learning media that the research methods used. In addition, the difference in this study lies in the subject and location of the research. The novelty is in this research, Canva will use as a teaching media to improve student learning outcomes.⁵

The third one is the thesis research from Lulu Mubarokah entitled "The Use of Canva as Assessment Media in English Class of tenth Grade at SMK Diponegoro Kedungbanteng, Banyumas Regency". The method used in this study is quantitative method. The subject of this study is class X. From this

⁴ Widya Sekar Ningrum, Skripsi: "Pengaruh Penggunaan Aplikasi Canva dalam Menulis Teks Deskripsi Siswa Kelas VII SMPN 14 Dumai", (Riau: UIN Sultan Syarif Kasim, 2023), xi.

⁵ Nur Rohmah Noviyanti, Romdani and Sari Astuti, "The Using Picture by Canva to Improve Writing Skill", *Proceeding of International Conference on Education*, 2019, 76.

research, the result is the findings of this study showed that the teacher used Canva as a formative assessment media. Canva was applied in order to evaluate speaking and writing ability. Canva was used in several steps: planning, implementing, and evaluating. In planning, the teacher carefully chooses what is the project that will be used and adjust to the material and evaluation. Moreover, the implementation of Canva is done for several meetings. The student has to present their work and will be evaluated after it. The evaluation is divided into two kinds: spoken and written evaluation. Moreover, there are several advantages that is found such as; practical and easy to use, engage the student interest, increasing student understanding, and provides a lot of features. On the other hand, there are several disadvantages that faced by the student and teacher such as; internet connection, unsupported facilities, and some of the features that only available on Pro version. The similarity both of the research is application used and the difference is the method, the research subject, and the location of the research. The novelty in this research is about the use of student worksheet learning media from Canva.⁶

⁶ Lulu Mubarakah, Skripsi: "The Use of Canvas as an Assessment Media in English Class of 10th Grade at SMK Diponegoro 3 Kedungbanteng Banyumas Regency", Purwokerto: UIN Profesor Kiai Haji Saifuddin Zuhri, 2023, x.

CHAPTER II

THEORITICAL REVIEW

A. Concept of Writing

1. The Writing Definition

As one of the language skills, writing has indicated people to know and understand what it is. Some experts who write some books in English about writing have described and made the definition about it.

According to Annisa Raudatus Sa'adah, "writing is one of four skills of English that should be mastered well in the school, university, or any other parts of writing needed. Writing is a complex process that requires various skills."¹

Crimmon states the writing is hard work, but writing is also an opportunity to comply with something about ourselves, to communicate ideas to people our immediate vicinity, to learn something we didn't know. From the definition of Crimmon, it can be understood that writing is a work of writing with hard work to express everything about ourselves, and describe ideas to people around us through writing and also to learn something we don't know through writing.²

In Webster's, writing is to trace or inscribe (letters, words, numbers, symbols, etc) on a surface with a pen or pencil. From the definition of Webster's, it can be understood that writing is a work of

¹ Annisa Raudatus Sa'adah, "Writing Skill in Teaching English: An Overview", *Educasia Journal* 5, no.1 (2020): 22.

² Mc Crimmon, *Writing with a Purpose*, (New Jersey: Houghton Mifflin Company, 1984), 124.

writing to express letters, words, numbers, symbols, etc on the surface such as paper, walls, and so on using a pen or pencil.³

Nunan states that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language. He speculated that with hunting and gathering. There developed a need for permanent records which could be referred to over and over again. This is the initial stimulates for the emergence of a new form of language.⁴

Another opinion of Hornby states that writing is the activity to make letters or other symbols on a surface. From the opinion, it can be understood that writing is not only to express ideas, feelings, etc. this shows that writing is a method of representing a language visual or tactile form which writing systems use sets of symbols to represent the sounds of speech, and have symbols for such things as punctuation and numerals.⁵

From the definitions above, the researcher concludes that writing is a communication activity in the form of a message that contains information in writing using written language as a medium in which to pour or express a message written language as a medium in which to pour or express an idea and thoughts it has. Writing activities involve several

³ Webster's Comprehensive Dictionary, *The New International Webster's Comprehensive Dictionary of the English Language*, (Trident Press International, 2003), 241.

⁴ David Nunan, *Language Teaching Methodology*, (Sidney: Phoenix ELT Campus Macquarie University, 1995), 94.

⁵ Hornby, *Oxford Advanced Learners Dictionary*, (Oxford: Oxford University Press, 2005), 83.

elements, namely the researcher as the delivery of the message, the content of the writing, the channel or media, and the reader.

2. The Writing Process

The process of writing as a class activity combines four basic writing stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of certain writing ability are suggested. Or for example, in the planning stage, the teacher can help students to improve their writing ability in generating ideas by providing activities. Using this approach, the researcher begins by making an outline plan, perhaps listing the headings or topics which need to be covered. The plan might then be revised and fleshed out with more details or background information which will be used in the finished piece of work. There might even be further stages of revision to the plan itself, but eventually it is used as a basis on which to produce a first draft of the work. This first version is then revised and rewritten any number of times. Corrections and alterations are made to the subsequent drafts until the final document is produced. The writing experience planned for students can be described as follows:⁶

a. Planning

Planning or pre-writing is a writing activity that aims to encourage and stimulate students to write. Because its function stimulates the idea of students to write. Writing activities must be

⁶ Roy Johnson, *Improve Your Writing Skill*, (Manchester: Clifton Press, 2012), 122.

prepared to give them learning experiences to write, such as brainstorming and others.

b. Drafting

At this stage, students will focus on the fluency of writing, and writing without paying much attention to the accuracy of their work. During the writing process, students also focus on the content and meaning of the writing. In addition, students can be encouraged to

c. Revising

Students review and retest the text to see how effectively they have communicated their ideas to the reader. Revising is not just an activity of examining language errors but is done to improve global content and the organization of ideas so that the intention of the researcher is clear to the reader.

d. Editing

At this stage, students focus on tidying up their work during the final draft to be evaluated by the teacher. The main activity carried out by students at this stage is editing their mistakes in grammar, spelling, punctuation, sentences, diction, and so on. To conclude the arrangement of steps cannot be separated, because this works like a wheel. Each stage in the writing process will work accordingly to assist students in writing text.

3. The Writing Purpose

For the purpose of writing, letters of various types will always be of a useful type to be exploited, but in addition, syllabus and examinations often require essays or composition, whether, narrative, descriptive, argumentative, and this is where the teacher finds great challenges in designing, interesting and authentic activities.

Because writing is one of the most trusted means of communication. Written communication is different from oral communication that is done by mouth. In written communication can be more complete, systematic and directed.

4. The Writing Measurement

In the learning of writing that found of writing assessment. The writing assessment that the process of collecting, analyzing and recording information about student progress towards achievement of syllabus outcomes. Masrul said, “an important purpose of assessment is to design appropriate learning programs for all students.”⁷ The principles below underpin effective assessment. Assessment is integral to teaching and learning. It should be based on learning outcomes that specify what students know, understand and are able to do with language. A variety of assessment strategies and contexts should be used to give students opportunities to demonstrate, in an authentic manner, what they know and understand about language as well as what they can do. Assessment

⁷ Masrul, “A Study of Students’ Assessment in Writing Skills of the English Language”, *Paud Tambusai Journal* 1, no.1 (2015): 66.

procedures should relate to the knowledge and ability that are taught within the school program, and to the syllabus outcomes.

There are the criteria of students range score in descriptive text, as follows:

Table 2.1 Writing Ability Rubric Score

No.	Score	Score Criteria	Aspect of Competencies
1.	90 – 100	Excellent	The students are able to develop the generic structure and language features of descriptive text which is appropriate to the context very well.
2.	80 – 89	Good	The students are able to develop the generic structure and language features of descriptive text which is appropriate to the context well.
3.	70 – 79	Fair	The students are able to develop the generic structure and language features of descriptive text which is appropriate to the context sufficiently.
4.	60 – 69	Poor	The students are able to develop the generic structure and language features of descriptive text which is appropriate to the context.
5.	51 – 59	Very Poor	The students are not able to develop the generic structure and language features of descriptive text which is appropriate to the context.

**Source: The English Syllabus of SMP Negeri Satu Atap 04
Tulang Bawang Barat**

B. Concept of Descriptive Text

1. The Descriptive Text Definition

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.⁸ Description in writing is the process of creating visual images and sensory impression through words. More often, descriptive is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the researcher's point of view.⁹

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.¹⁰

As Barbara Fine Clouse's statement, "Description adds an important dimension to our lives because it moves our emotion and expands our experience".¹¹ Description expands the experience by taking us to place might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers.

⁸ Artono Wardiman, et. al, *English in Focus: for Grade VII Junior High School (SMP/MTs)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), 122.

⁹Linda Woodson, *From Cases to Composition*, (University of Texas: Scott, Foresman and Company), 73.

¹⁰ George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), 128.

¹¹ Barbara Fine Clouse, *The Student Write*, (USA: McGraw-Hill Companies, Inc., 2004), 142.

The goal when write subjective description is to create vivid mental images. To did it, will use concrete sensory detail, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch). Whether objective or subjective, descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to the reader.¹²

The following list contents descriptive words for each of the five senses. Note that some of the words are more specific than others.

Table 2.2
List of Descriptive Words¹³

Sight	Sound	Smell	Touch	Taste
Light	Noise	Musty	Soft	Salty
Glare	Bang	Fresh	Velvety	Sweet
Moonlight	Tinkle	Rain washed	Sharp	Sour

Based on the table above, can convey the essence of the subject by using sensory details to appeal to the reader's imagination. As much as possible, should try to evoke all five senses Purposes of descriptive text.

As social beings, want to share the experience, so can write to others to describe things such as vacations, childhood homes, and people encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade to buy them; travel agents describe locales to entice to visit them; and real estate agents describe properties to stimulate a desire to see them. As the examples in

¹² George Miller, *The Prentice-Hall Reader*, (USA: Prentice-Hall a Division of Simon & Schuster, Inc., 1986), 105.

¹³ George Brain, *Writing from Source*, (USA: Mayfield Publishing Company, 1996), 98.

the following chart show, description enables to entertain, express feelings, relate experience, inform, and persuade.

Table 2.3
Purpose for Description

Purpose	Description
To entertain	An amusing description of a teenager's bedroom.
To express feelings	A description of favorite outdoor retreat so the readers understand why you enjoy it so much.
To relate experience	A description of childhood home to convey a sense of the poverty you grew up in.
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one.
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit.
To persuade (to convince the reader that some music videos degrade woman)	A description of a degrading music video.

Although it can serve a variety of purposes, description is most often expressive, so it most often helps the writers share their perceptions. As human beings, someone have a compelling desire to connect with other people by sharing the experiences with them.

2. The Kinds of Descriptive Text

Descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

a. Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications

because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

b. Identification

Although you might provide identification, you would probably want to go further than that used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).¹⁴

c. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

d. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an

¹⁴ Michael E. Adelstein and Jean G. Pival, *The Writing Commitment*, (San Diego: Harcourt Brace Jovanovich, Inc., 1976), 149.

impression, but it will do more than tell what people look or seem like: it will show what they are like.

A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.¹⁵

e. Description of a place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in description depends on subject and purpose.¹⁶

f. Description of a things

To describe something, the writer must have a good imagination about that thing that will be describe. Besides, to make the

¹⁵ Ibid, 151.

¹⁶ Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York: International Thompson Publishing Company), 69.

subjects as interesting and as vivid to the readers as they are to us: using proper nouns and effective verbs.

g. Using Proper Noun

In addition to filling the descriptive writing with concrete details and figures of speech, someone might also want to include a number of proper nouns, which, as someone know, are the names of particular persons, places, and things.

For example: Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what someone is describing more familiar to them.

h. Using Effective Verb

The writer uses verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb chiseled also gives the reader a more accurate picture of the wind’s action than made does.¹⁷

3. The Structure and Example of Descriptive Text

a. The generic structures of a descriptive text are as follows:

- 1) Identification: identifies the something to be described.
- 2) Description of features: describes features in order of importance:
 - a) Parts/things (physical appearance).
 - b) Qualities (degree of beauty, excellence, or worth/value).

¹⁷ Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-Hill Companies, Inc., 2002), 267.

- c) Other characteristics (prominent aspects that are unique).
- b. The generic features of descriptive text are:
 - 1) Verb in the present tense.
 - 2) Adjective to describe the features of the subject.
 - 3) Topic sentences to begin paragraphs and organize the various aspects of the description.¹⁸
- c. Example of descriptive text

Mr. Kartolo, the farmer

Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Kartolo is ready to harvest his crops.

Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard outdoor work by himself.³⁶

C. Concept of Canva Application

1. The Canva Application Definition

According to the Fitri Andriyanti et.al, Canva is a widely used application that offers a variety of features to users worldwide. It is a preferred choice for designing and creating various visual content, and its

¹⁸ Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), 26.

capabilities extend beyond expectations. Founded in 2012, Canva is a user-friendly graphic design tool that employs a drag-and-drop interface and provides access to a wide range of photographs, vector images, graphics, and fonts. It caters to both professionals and non-designers alike, serving as a versatile platform for web and print media design and graphics. This makes it particularly suitable for students. With Canva, students can effortlessly select templates, and make edits to images and text, allowing them to focus on effectively expressing their knowledge. Whether it's crafting a letter, invitation, magazine, or any other writing assignment, Canva enhances the quality and appeal of their work compared to traditional pen-and-paper methods.¹⁹

According to the McKenzies as a head of PR and communications at Canva in Na'imatul Husni and Husni'e research, Canva is an online design and publishing tool which makes graphic design simple for everyone. Canva focused on graphic design, but currently, Canva also provides education features useful for teaching-learning activity in the classroom. Canva can be a good solution for teachers as a teaching-learning media. With Canva, the students could create document, poster, presentation, infographic, Instagram post, Facebook post and video. It uses a drag-and-drop format and provides access to over a million photographs, graphics, and fonts. It is used by non-designers as well as professionals. The tools can be used for both web and print media design and graphics.

¹⁹ Fitri Andriyanti, Dwiyani Pratiwi, and Dede Yunda, "Improving Students Writing Skills through Canva Application at SMP Muhammadiyah Imogiri Yogyakarta", *International Journal of Contemporary Studies in Education* 2, no.2 (2023): 124.

Moreover, Canva is an online tool that allows users to choose from scratch, for use in a presentation, posters, infographics, social media, business cards, etc. Infographics could attract students to learning materials designed by teachers; they will consider that English is a pleasant subject and interesting. Engaging teaching-learning media itself is necessary. People get used to using a phone and the internet. They usually create a lengthy caption to share their story or experience on a picture as an Instagram post, creating education articles, news, entertainment news. Moreover, in Canva, students would create their original work, such as PowerPoint, document, lesson plan, report, narration, descriptive with the pictures in it. The teacher also can design their interesting, practical and informative materials.²⁰

Siti Masturoh, AB Prabowo Kusumo, and Niken Sitoresmi said, Canva is the visual media provided through technology, is seen as the potential means to increase the opportunities for students to be actively involved in writing processes, especially in procedure. Canva is available in several versions, namely version, web, iPhone, and Android versions. To download Canva, we can type www.canva.com via google and another website or write Canva through the play store or appstore and then install it or download it on our device. Canva has two versions, paid and free. For the learning stage, we can use the free version of Canva. Besides being

²⁰ Na'imatul Husni and Rahayu, "Improving Students' Writing Skill of Procedure Text by Using Canva Application", *Jurnal Pendidikan Bahasa dan Sastra* 3, no.1 (2020): 3.

easier, we can also use Canva content to create designs with complete features without us having to pay.²¹

From the statement above, it can be concluded that Canva is an internet-based application that provides various attractive designs in the form of templates, features, and categories available in it. With the variety of interesting designs offered, this application succeeds in making the learning process learning process more fun and less boring. As a result, students can improve the quality of their learning and achieve or even exceed the predetermined standard of completeness.

2. The Canva Application Advantages and Disadvantages

a. Advantages of Canva Application

- 1) Makes it easy for someone to create the desired design or needed, such as; making posters, certificates, infographics, video templates, presentations, and so on that are provided in the Canva application.
- 2) Because this application provides a variety of templates that are already available and attractive, it makes it easier for someone to create a design that is desired or needed, such as templates that are already available and attractive, it makes it easier for someone in creating a design that has been provided, only just adjust the wishes and selection of text, colors, size, image, and so on provided.

²¹ Siti Masturoh, AB Prabowo Kusumo, and Niken Sitoresmi, "The Use of Canva to Improve Students' Writing Skills On Procedure Text", *Journal of Social Science Research* 3, no.3 (2023): 4688.

- 3) Easy to reach, the Canva application is easy to reach in all circles because it can be obtained through Android or Iphone just by uploading it to get this application, if using a device. If using a laptop, the method is by opening chrome or Canva web and entering the Canva app without having to download.
- 4) The images provided by Canva can be helping the students to develop their ideas.²²

b. Disadvantages of Canva Application

- 1) The Canva application relies on a sufficient and stable internet network stable, if there is no internet or quota on the device or laptop that will reach the Canva application, Canva or leptop that will reach the Canva application, Canva cannot be used or supported in the design process. Cannot be used or supported in the design process.
- 2) In the Canva application there are templates, stickers, illustrations, fonts, and so on for a fee or a paid basis. So, there are some that are some are paid and some are not. But this is not a problem because there are many other interesting and free templates. It's just how users can design something interesting and rely on their own creativity.
- 3) Sometimes the design chosen is similar to that of others, whether it's the template, image, color, and so on. But this is also not a

²² Audi Yundayanti, et.al, "Investigating the Effect of Canva on Students Writing Skill", *Journal of English Education* 7, no.2 (2019): 20.

problem, back again to the user in choosing something different design.

- 4) While creating their writing through Canva, it makes students confused to write collaboratively.²³

3. The Step of Using Canva

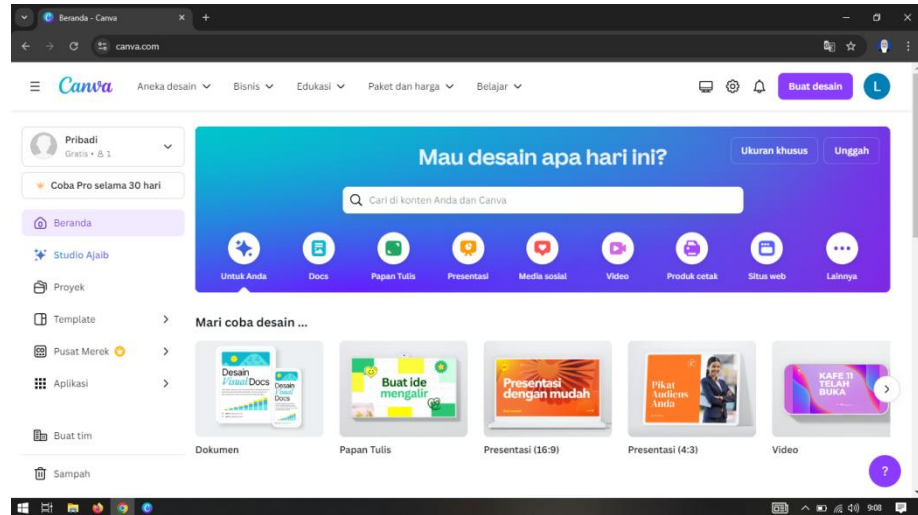
1. Canva application display.

Picture 2.1
Canva Application Icon



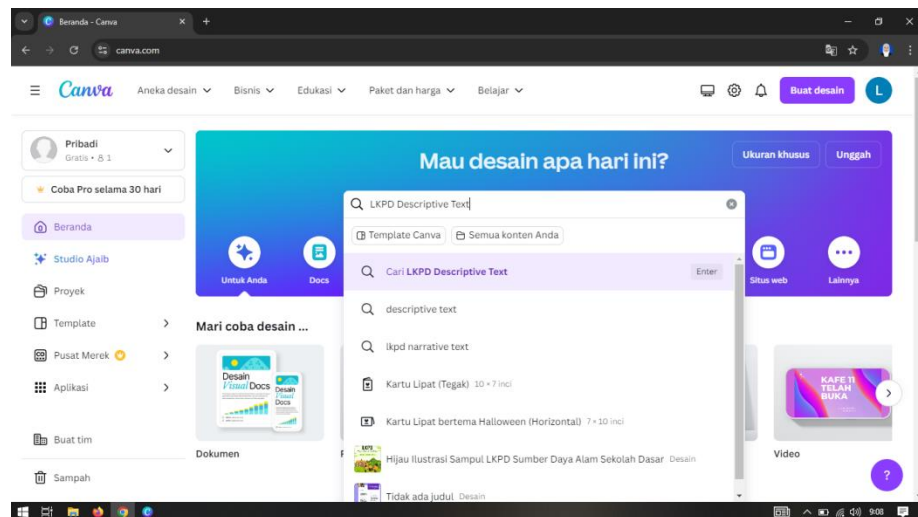
²³ Ibid, 21.

Picture 2.2
Canva Application Display in canva.com Site



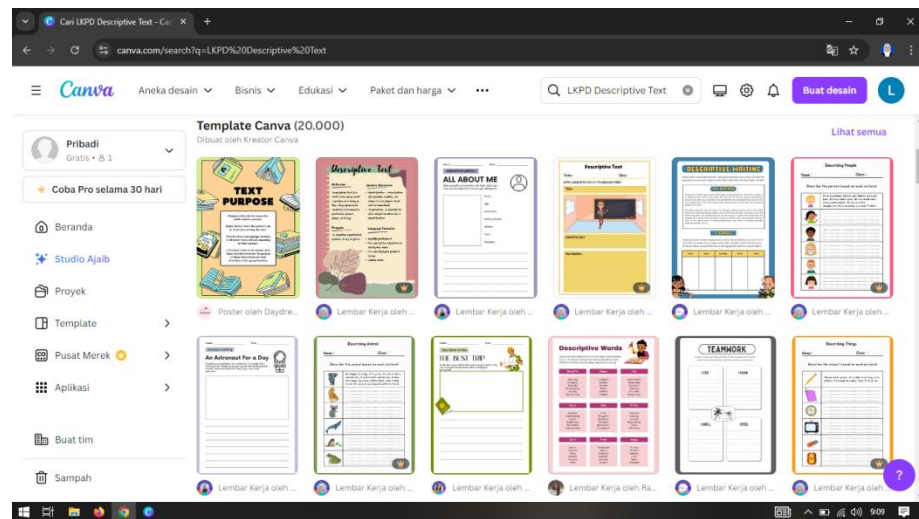
2. Search field for the templates or designs.

Picture 2.3
Canva Application's Search Field



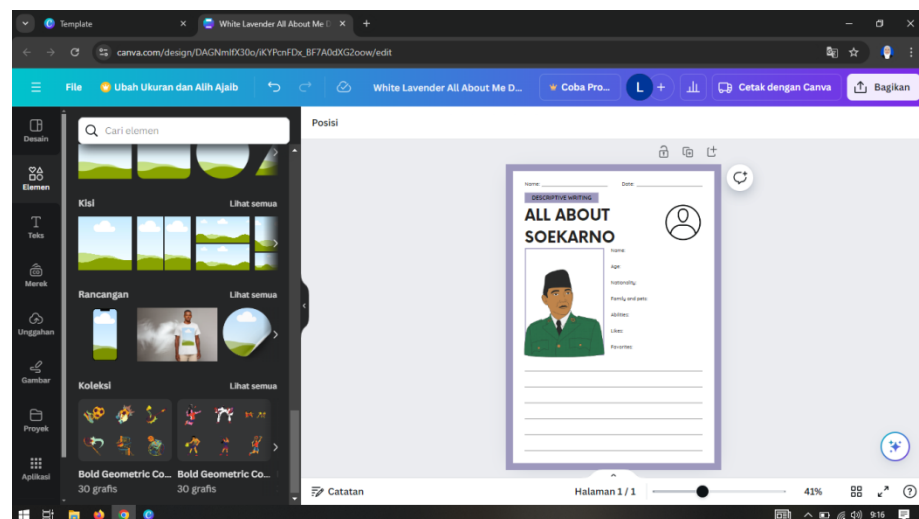
3. Template or design that suits the material that can be delivered to the students.

Picture 2.4
Template Options on Canva Application



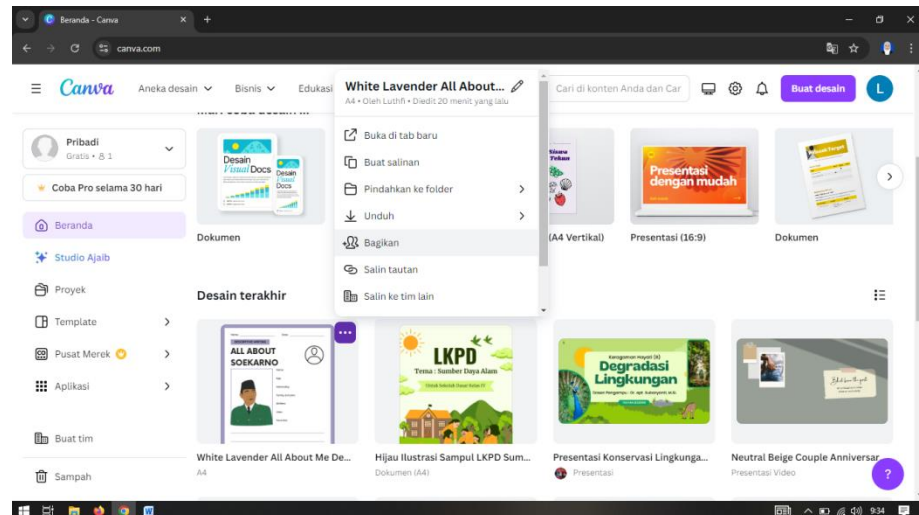
4. Edit field.

Picture 2.5
Template Customization



5. How to share the design link.

Picture 2.6
Design Link



D. Action Hypothesis

The hypothesis in this Classroom Action Research (CAR) is that the use of Canva Application learning media is thought to be able to improve writing ability of the eighth grade of SMP Negeri Satu Atap 04 Tulang Bawang Barat.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

Research variable are anything in any form that is determine by the researcher to be study so that information about it is obtain, then conclusion are draw. This is in line with Prabat Pandey and Meenu Mishra Pandey, “variable is a concept which can take on different quantitative values.”¹ The operational variable is definition that can provide a clear picture of the variable study. Based on the explanation above, the operational definition of variable is a guide that explains the definition of a variable that would be examined.

B. Research Location

This research will be conducted at SMP Negeri Satu Atap 04 Tulang Bawang Barat which located at Toto Wonodadi, Batu Putih, Tulang Bawang Barat, Lampung, post code 34683.

C. Subject and Object of Study

1. The Subject of Study

The main subjects of this study is students of class eight of SMP Negeri Satu Atap 04 Tulang Bawang Barat. Overall, there are 18 students in the class. The number is as follows:

¹ Prabat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, (Romania: Bridge Center), 29.

Table 3.1
The Subject of Eighth Grade of
SMP Negeri Satu Atap 04 Tulang Bawang Barat

No	Class	Gender		Total
		Man	Woman	
1	VIII	7	11	18

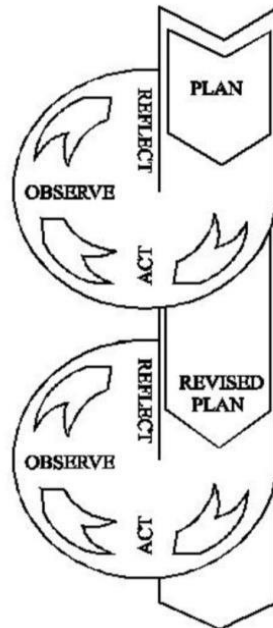
Source: English teacher at eighth grade of
SMP Negeri Satu Atap 04 Tulang Bawang Barat

2. The Object of Study

In this research, the object of research is improving the student's writing ability through Canva Application at the eighth grade of SMP Negeri Satu Atap 04 Tulang Bawang Barat.

D. Action Plan

The research was aimed to enhance students' writing ability by using Canva Application so the researcher using Classroom Action Research (CAR) in this research. In this research is use of Kemmis and Mc Taggart's research design. According to Kemmis and Mc Taggart as cited by Anne Burns, action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.



Picture 3.1
The Action Research Spiral (Based on Kemmis and Mc Taggart
by Anne Burns)²

Based on the Kemmis and McTaggart research design, the steps of the research cover in four phases in each cycle. The phases as follow:

1. Cycle I

a. Planning

In the first phase is planning. Planning is the arrangement for doing something. In planning, it would be consider everything that will relate to the action that would be done and it would also prepared everything that needed in teaching and learning process.

There are many activities in planning, as follow:

² Anne Burns, *Collaboration Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), 32.

- 1) The researcher making the pretest as the instrument to know students' writing ability getting the treatments.
- 2) The researcher preparing and making media that will need when doing the scenario of teaching learning process.
- 3) The researcher preparing the interview sheet, observation sheet and that is use to know the students' reaction and class condition as a whole and also to see the development that exists when applying the technique as in the writing process.
- 4) The researcher determining the collaborator who helps the researcher to do the research to analyzed the weakness in learning process and to reflected the result of teaching learning process.

b. Acting

In the second phase is acting. Action is the process of doing something. It is the implementation of planning. In this section, everything that is planned can be implemented. There are some activities:

- 1) Opening
 - a) Greeting to the students when entering the classroom and pray before the start of learning.
 - b) Check for the presence of students.
 - c) Frequently asked questions about the activities undertaken.

2) While Teaching

- a) The researcher explains the meaning of descriptive text, explain generic structure of descriptive text and also give an example.
- b) The researcher explains the Canva application learning media descriptive text and give an example.
- c) The researcher continues the discussion by giving other examples of the descriptive text.
- d) The researcher distributes a sheet of descriptive text to each student, asking them to read and understand the text.
- e) The students asked to analyze each sentence in a descriptive text and finished the worksheet given.

3) Closing

- a) The researcher provides conclusion on the learning.
- b) The researcher gives planning lesson for the next meeting.
- c) The researcher greet to the students.

c. Observing

In the third phase is observing. Observation can be proposed to find out the information would be used evaluated and would be the basic of reflection. The researcher also collect the data from post test and the results of students' activities. In addition, the researcher observed the students' attendance list, class situation during the learning, and the teacher (researcher) performance by using structured observation form

and make notes the overall activities. Students in the classroom noted in diary notes such as their attitude in doing the written test.

d. Reflecting

In the fourth phase is reflecting. Reflection is the feedback process from the action that is done. It is very necessary to help the researcher to make decision for what to do to revise, from the result of the observation, the problem that existed, the causes of the problem is analyzed. Classroom Action Research (CAR) is dynamic process in which these four steps is to be understood not static steps, complete in themselves. Improvements in understanding is appear at first as better developed rationale for the practice.

2. Cycle II

a. Re-planning

In the first phase, before conducting the action in the next phase, the researcher repair the problem found in cycle one. It would be explained as follows:

- 1) The researcher analyze the reflection results to obtain the solving problem.
- 2) The researcher revise and prepare the pretest as the instrument (descriptive text) to know students' writing ability getting the treatments.
- 3) The researcher ask students to identify Canva Application in descriptive text.

- 4) The researcher rearrange interview sheet, observation sheet and that is use to know the students' reaction and class condition as a whole and also to saw the development that existed when applying the Canva Application learning media in descriptive text.
- 5) The researcher analyze the collaborator who helps the researcher to do the research to analyze the weakness in learning process and to reflecte the result of teaching learning process.

b. Acting

In the second phase, the researcher doing an action based on the cycle one analyzed. There are some activities during learning activities, as follow:

1) Opening

- a) Greeting to the students when entering the classroom and pray before the start of learning (values are inculcated: polite and caring).
- b) Check for the presence of students (grades invest: discipline and diligent).
- c) Frequently asked questions about the activities undertaken.

2) While Teaching

- a) Provide an explanation by using Canva Application learning media in descriptive text to students.
- b) Discussion by writing descriptive text together.

- c) Students listen and pay attention to the researcher's explanations about the learning material.
 - d) Distribute a sheet of descriptive text to each student, asking them to understand the text.
 - e) Students are asked to analyze each sentence in a descriptive text.
 - f) Ask students to write the descriptive text to the worksheet from Canva Application learning media.
 - g) Finally reviewing student learning outcomes.
- 3) Closing
- a) The researcher provides conclusions on the learning.
 - b) Planning lessons for the next meeting.
 - c) Say hello to the students.
- c. Observing

In the third phase is observing. Observation can be proposed to find out the information would be used evaluated and would be the basic of reflection. The researcher also collect the data from post test and the results of students' activities. In addition, the researcher observed the students' attendance list, class situation during the learning, and the teacher (researcher) performance by using structured observation form and make notes the overall activities.

d. Reflecting

In the fourth phase is reflecting. Reflection is the feedback process from the action that is done. It is very necessary to help the researcher to make decision for what to do to revise, from the result of the observation, the problem that existed, the causes of the problem is analyzed. Classroom Action Research (CAR) is dynamic process in which these four steps is to be understood not static steps, complete in themselves. Improvements in understanding is appear at first as better developed rationale for the practice. If there still found the problems the researcher and collaborator would conduct the next cycle and used the collected data in cycle on as the reference by repairing all the problems or weaknesses in previous cycle.

E. Data Collecting Technique

In collecting data, researcher use tests, observations, documentation and field notes, data collection as follow:

1. Test

In this research will use a test for the instrument. Tests are a number of questions or exercises used to measure skills. The kind of the test used by the researcher is written test. This test is dedicated to collect data on students' writing ability.

a) Pre-test

Before using the Canva Application learning media, students are given a pre-test in the form of an composition writing. A test of writing

is the first test type. Students understand the descriptive text and then answer the written test of descriptive text in this pre-test.

b) Post-test

In order to compare student improvement before and after receiving treatment, a post-test is given to students after they learned writing ability using the Canva Application learning media. This can be shown by comparing the pre-test and post-test results.

2. Observation

The researcher will be used observation to get data about students and activities in learning process. The object in this observation is using Canva Application learning media by a teacher and student activity.

3. Documentation

The researcher will be used this method to obtain syllabus, lesson plan and evaluation by the research that will be done from student of the SMP Negeri Satu Atap 04 Tulang Bawang Barat and an overview of learning activities.

4. Field Note

To collect data more accurately, the researcher use field notes to facilitate data analysis. It is intended to test students' activities in learning English. This happens after the teaching and learning process is completed.

F. Data Analysis Technique

The data in Classroom Action Research (CAR) can be done by using qualitative and quantitative analysis. The analysis of learning result is taken from the average score of pre-test and post-test in first cycle and second cycle. In addition, the researcher compared the score of pre-test and post-test after giving implementation treatment. Then, the result is compared by the minimum standard in this semester that is 75. In cycle I, there are many students who are not successful, so the researcher conducted the cycle II. This research will conduct in find and list sentences containing Canva Application learning media.

Furthermore, Donald Ary states that the average score or mean of pretest and post-test are calculated by using the following formula.³

Note:

M = Mean

Σx = Sum of total number of students' score

N = Number of Students

To calculate percentage of students' score, the researcher used the formula as follows:⁴

³ Donald Ary, *Introduction to Research in Education*, (Boston: Wadsworth Cengage Learning, 2006), 108-109.

⁴ Neil A Weiss, *Introductory Statistics*, (Boston: MA: Adision-Wesley, 2012), 41.

Note:

P = Class percentage

F = Frequency of the correct answer

N = The total number of students

G. Indicator of Success

This research can be called success when 75% students who get the Minimum Mastery Criteria (MMC) 75 and 75% of students who active in learning process.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Research Location

SMP Negeri Satu Atap 04 Tulang Bawang Barat is one of the formal educational institutions that has the potential to be developed into a superior school. SMP Negeri Satu Atap 04 Tulang Bawang Barat located at the Toto Wonodadi, Gunung Terang, West Tulang Bawang Regency, Lampung 34683.

SMP Negeri Satu Atap 04 Tulang Bawang Barat has accredited of B by the Dinas Pendidikan of Tulang Bawang Barat regency. In terms of the religion adhered to by students, all of them are Islamic, where the technical implementation of learning is carried out classically. SMP Negeri Satu Atap 04 Tulang Bawang Barat always strives to explore and develop the potential of students so that they can achieve more, both in academic and non-academic fields.

The vision and the mission of the SMP Negeri Satu Atap 04 Tulang Bawang Barat as follow:

a. Vision

The vision of the SMP Negeri Satu Atap 04 Tulang Bawang Barat is “The creation of a superior generation with the character of the Pancasila Student Profile and a global outlook.”

b. Mission

- 1) To produce graduates who excel in academic and non-academic fields.
- 2) Realizing education that prioritizes the formation of a lifelong learning community, namely teachers, students and parents learning from each other throughout their lives.
- 3) Realizing education that prioritizes the formation of Pancasila student profiles.
- 4) Realizing education that guarantees the right to learn for every student.
- 5) Facilitate learning by prioritizing equal “Caring” rights in the learning process, where each student helps and is assisted by each other.
- 6) Realizing education using various approaches or models.
- 7) Realizing education that develops 21st century skills, namely teaching and learning activities that develop critical, creative, collaborative, communicative attitudes and carrying out teaching and learning activities by integrating literacy and numeracy.

2. Research Data

This research was conducted with four steps each cycle that are plan, action, observation, and reflection. In this case, the researcher used two cycles that contains of cycle I and cycle II. This research purposes to enhance the students’ writing ability of eighth graders at SMP Negeri Satu

Atap 04 Tulang Bawang Barat in academic year of 2024/2025. The data result as follows:

a. Pre-Test

The researcher conducted pre-test on Monday, 23 September 2024. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their mastery in reading skill before doing the action of the Classroom Action Research. The pre-test was administrated to the students to be finished individually. The kind of the test was written test. The students' pre-test result can be seen on the table below:

Table 4.1
The Students' Pre-Test Score

No	Students' Name	Score	Category
1	A.F.S	58	Incomplete
2	D.V	60	Incomplete
3	D.Y	58	Incomplete
4	I.S	60	Incomplete
5	J.D.L	55	Incomplete
6	K.B.S	55	Incomplete
7	M	60	Incomplete
8	N.N	60	Incomplete
9	P.R.D	58	Incomplete
10	P.S	56	Incomplete
11	R.S	56	Incomplete
12	S.M	56	Incomplete
13	S.L	60	Incomplete
14	S.D.P	55	Incomplete
15	W.E	56	Incomplete
16	Y.P	56	Incomplete
17	N.R.S	59	Incomplete
18	R.K	58	Incomplete
TOTAL		1036	
AVERAGE		57,5	
HIGHEST		60	
LOWEST		55	

Based on the pre-test table, it is inferred that all of the students got score less than 75. The following explanation is the categorization of pre-test result based of Minimum Mastery Criteria (MMC) is as follows:

Table 4.2
The Percentage Pre-Test Score

No	Score	Frequency	Percentage	Category
1	≥ 75	0	0%	Complete
2	≤ 75	18	100%	Incomplete
TOTAL		18	100%	—

Based on the table above, it was analyzed that there were 0 students (0%) who got a minimum score and 18 students (100%) who failed the pre-test. The lowest score in pre-test was 55 and the highest score was 60. It means that the students did not fulfill the minimum score at SMP Negeri Satu Atap 04 Tulang Bawang Barat and the students' writing ability were low. Besides, from the result of pre-test the researcher got the average 57,5. Therefore, it was the reason why the researcher Canva application to enhance the students' writing ability.

b. Cycle I

1) Planning

In this meeting, the researcher was planned to give the material about descriptive text and the examples. The researcher was prepared some tools to teach in English learning process such

as prepared the lesson plan, made the instrument that would be examined as the post-test in the cycle I, prepared descriptive text, prepared the student worksheet from Canva application learning media, the researcher made observation sheet of the students' activity, and the researcher planned and given evaluation to measure how far the students' writing ability in descriptive text.

2) Acting

In the cycle I, the action was contained of two meetings. The first meeting was used to explain the material about descriptive text, its examples and how to use Canva application. The second meeting was used to post-test I. The explanation of each meetings were:

a) The First Meeting

In this cycle, the first meeting has been conducted on Tuesday, 24 September 2024 for 80 minutes. This meeting began by greeting, asking the students condition and checking the attendance list. The researcher gave the explanation about the material of writing in descriptive text, its examples and how to use Canva application as a learning media.

b) The Second Meeting

The Second meeting has been conducted on Wednesday, 25 September 2024 for 80 minutes. As the last meeting in the cycle I, the researcher used this segment to give

a post-test I to the students. In this meeting, the researcher used post-test I after the students given an action (implementation of Canva application as a learning media).

This meeting began by praying, greeting, checking the attendance list, asking the students' condition in the classroom and make 4 groups. After the students of eighth grade has been given the treatment and they have understood, then the researcher gave the post-test I to measure their writing ability after using Canva application as a learning media.

c) Post-Test

Thereafter, the researcher gave post-test I to the students. The test is about writing descriptive text with the written test form. The researcher gave a link and then gave time 65 minutes to the students based on the researcher agreement. The result of post-test I can be showed as follows:

Table 4.3
The Students' Post-Test I Score

No	Students' Name	Score	Category
1	A.F.S	70	Incomplete
2	D.V	70	Incomplete
3	D.Y	70	Incomplete
4	I.S	78	Complete
5	J.D.L	60	Incomplete
6	K.B.S	70	Incomplete
7	M	78	Complete
8	N.N	78	Complete
9	P.R.D	70	Incomplete
10	P.S	70	Incomplete
11	R.S	60	Incomplete
12	S.M	70	Incomplete

13	S.L	78	Complete
14	S.D.P	60	Incomplete
15	W.E	60	Incomplete
16	Y.P	60	Incomplete
17	N.R.S	70	Incomplete
18	R.K	70	Incomplete
TOTAL		1184	
AVERAGE		65,7	
HIGHEST		78	
LOWEST		60	

Based on the pre-test table, it is inferred that 14 students got score less than 75. The following explanation is the categorization of post-test I result based of Minimum Mastery Criteria (MMC) is as follows:

Table 4.4
The Percentage Post-test I Score

No	Score	Frequency	Percentage	Category
1	≥ 75	4	22,2%	Complete
2	≤ 75	14	77,8%	Incomplete
TOTAL		18	100%	—

Based on the table above, it was analyzed that there were 4 students (22%) who got a minimum score and 14 students (77,8%) who failed the post-test I. The lowest score in pre-test was 60 and the highest score was 78. Besides, from the result of post-test I the researcher got the average 65,7. It means that the students did not fulfill the minimum score at SMP Negeri Satu Atap 04 Tulang Bawang Barat and the students' writing ability was low.

3) Observing

The researcher observed the students' activities during learning English process in cycle I. The researcher gave the material and explanations to the students but many of the students still had difficulties to understand. To know the effect of Canva application learning media that applied in the classroom, the researcher used the observation sheet in the cycle I to know students' activities in the classroom during learning English process. Based on the observation data of students' activities in cycle I, most of students were showed not all the students active in the teaching learning process.

The data result of the students' activity can be seen in the table below:

Table 4.5
The Result of the Students' Activity in Cycle I

No.	Students' Activity	Frequency	Percentage
1	The student gives their attention to researcher's explanation.	9	50%
2	Students answer the researcher's question.	2	11,1%
3	The student being active in learning activity.	14	77,8%
4	The student give their idea in learning activity.	4	22,2%

Based on the data observation above, the researcher explained that the totals of the students who pay attention to the researcher explanation were 9 (50%). Students able to answered

the researcher's question were 2 (11,1%), students' able to studied actively during learning English process were 14 students (77,8%), 4 (32,1%) students were able gave their idea in learning activity.

4) Reflecting

Based on the data result of cycle I, it was showed that there was a little improvement of the result from pre-test until post-test 1. In the cycle I, the students were began interested in English learning process. Although, the class condition of learning English process still conventional.

The result of cycle I is the researcher has been gotten the data research under the minimum standard criteria. Because of the target in the indicator of success was 75% from the students got more than 75 score. Therefore, this research would continue on the cycle II.

c. Cycle II

Based on the result of cycle I, the researcher concluded that it was not success and many weakness during the learning English process.

So the researcher must be continued to cycle II because the cycle II was used to repair the weakness in the first cycle. The steps of cycle II as follows:

1) Planning

Based on the observation, evaluation and reflection in cycle I, it could be showed that the cycle I was failed. Because of it, the researcher tried to arrange the planning. In the cycle II, the researcher would give the descriptive text material more interested than before. Afterwards, the researcher prepared the lesson plan, descriptive text material, made observation sheet of the students' activity, and tried to find some problems in the cycle II and then researcher solve the problems in the learning English jointly.

2) Acting

The action in the cycle II was contained of one meeting. This meeting used to re-explain the descriptive text, its examples, how to use the settings and features of the Canva application more easily, then did the post-test II. The explanation for this meeting was as follow:

This acting has conducted on 28 September 2024. This meeting used to take post-test II for 50 minutes. The researcher gave post-test II to the students by written test form in Canva application. In this last meeting, most of the students could answer the test well because the Canva application given the positive effect on the students' writing ability especially of descriptive text. It can be seen from the result of post-test II below:

Table 4.6
The Students' Post-Test II Score

No	Students' Name	Score	Category
1	A.F.S	83	Complete
2	D.V	83	Complete
3	D.Y	80	Complete
4	I.S	81	Complete
5	J.D.L	78	Complete
6	K.B.S	80	Complete
7	M	81	Complete
8	N.N	81	Complete
9	P.R.D	83	Complete
10	P.S	80	Complete
11	R.S	78	Complete
12	S.M	80	Complete
13	S.L	81	Complete
14	S.D.P	78	Complete
15	W.E	78	Complete
16	Y.P	78	Complete
17	N.R.S	83	Complete
18	R.K	83	Complete
TOTAL		1449	
AVERAGE		80,5	
HIGHEST		83	
LOWEST		78	

Based on the table above, it was analyzed that there were 18 (100%) students who got a minimum score and 0 (0 %) students who failed the post-test II. The lowest score in post-test II was 78 and the highest score was 83. Besides, from the result of post-test I the researcher got the average 80,5. It means that the students have fulfilled the minimum score at SMP Negeri Satu Atap 04 Tulang Bawang Barat and the students' writing ability was enhanced.

The following explanation is the categorization of post-

test II result based of Minimum Mastery Criteria (MMC) is as follows:

Table 4.7
The Percentage Post-test I Score

No	Score	Frequency	Percentage	Category
1	≥ 75	18	100%	Complete
2	≤ 75	0	0%	Incomplete
TOTAL		18	100%	–

Based on the table above, it was analyzed that there were 18 students (100%) who got a minimum score and 0 students (0%) who failed the post-test II.

3) Observing

The observation on the cycle II, a researcher has been observed during the learning process. The last observation was finished in the cycle II. This observation was a function to know the effect of Canva application learning media that applied in the classroom was success or not. Based on the data observation of students' activities in cycle II, most of students were showed actively during the learning process.

In this research, observation was done on the cycle II. Data result of observation was almost having a semblance form with the observation of the first cycle, but there were any significant improvement of observation in the cycle II than observation in the Cycle I. It can be showed from the result of data observation on cycle II, as follow:

Table 4.8
The Result of the Students' Activity in Cycle II

No.	Students' Activity	Frequency	Percentage
1	The student gives their attention to researcher's explanation.	18	100%
2	Students answer the researcher's question.	9	50%
3	The student being active in learning activity.	18	100%
4	The student give their idea in learning activity.	15	83,3%

Based on the data observation above, the researcher explained that the totals of the students who pay attention to the researcher explanation were 18 (100%). Students able to answered the researcher's question were 9 (50%), students' able to studied actively during learning English process were 15 students (83,3%), 10 (55,5%) students were able gave their idea in learning activity. Overall, the frequency of the eighth grade of SMP Negeri Satu Atap 04 Tulang Bawang Barat is 18.

The evaluation given on cycle II showed successful. It can be seen the result of post-test II was evoked the improvement. The highest score was 83 and the lowest score was 78. The average score of post-test II was 80,5.

4) Reflecting

The last segment of cycle II, the researcher did the reflection to know how far the success in this cycle. Based on the data result of observation learning process and post-test on cycle II,

it can be concluded that most of the students were evoked significant improvement. Based on the test result in cycle II, it was showed that the teaching learning process was successful.

Therefore, the researcher concluded that the learning process by used Canva application learning media could enhanced the students' writing ability of the eighth grader of SMP Negeri Satu Atap 04 Tulang Bawang Barat.

B. Discussion

Based on the data collection method of this Classroom Action Research like as documentation, test, field notes, and students' observation sheet were very helpful in repairing learning process and implementation plan in the cycle I and cycle II. The researcher showed the comparison of the data based on the cycle I and cycle II were as below:

1. The Result of the Students' Score in Cycle I and Cycle II

The researcher got the data test result based on the students' learning of the writing ability, such as the score of the post-test I was better than the pre-test and the score of the post II was better than post-test I. Apart from that, using the Canva application can actually enhance the students' learning outcomes, especially in their writing abilities. This is line with Nur Rohmah Noviyanti, Romdani and Sari Astuti's research which states that the Canva application can be used as a learning media to enhance the students' writing skill this research, it was proven that the average of 68.7 in the pre-test increased to 83,3 in the result of the second

cycle.⁵

The score can be showed in the table below:

Table 4.9
The Result of the Pre-test, Post-test I and Post-test II

No.	Name	Pre-test	Post-test I	Post-test II	Enhance Score	Note
1	A.F.S	58	70	83	25	Enhance
2	D.V	60	70	83	23	Enhance
3	D.Y	58	70	80	22	Enhance
4	I.S	60	78	81	21	Enhance
5	J.D.L	55	60	78	23	Enhance
6	K.B.S	55	70	80	25	Enhance
7	M	60	78	81	21	Enhance
8	N.N	60	78	81	21	Enhance
9	P.R.D	58	70	83	25	Enhance
10	P.S	56	70	80	24	Enhance
11	R.S	56	60	78	22	Enhance
12	S.M	56	70	80	24	Enhance
13	S.L	60	78	81	21	Enhance
14	S.D.P	55	60	78	23	Enhance
15	W.E	56	60	78	22	Enhance
16	Y.P	56	60	78	22	Enhance
17	N.R.S	59	70	83	24	Enhance
18	R.K	58	70	83	25	Enhance

Based on the data above, researcher concluded that students' writing ability were evoked an enhancement. It can be shown from the data result of the students' score in pre-test, cycle I and cycle II. The average score in the pre-test was only which were far from minimum standard criteria. Then, after researcher used of Canva learning media the score was enhanced good enough because the average score in the post-test I was 65,6 and post-test II was 80,5.

⁵Nur Rohmah Noviyanti, Romdani and Sari Astuti, " The Using Picture by Canva to Improve Writing Skill", *Proceeding of International Conference on Education-02*, 2023, 76.

In addition, the applicant of Canva application learning media in English can change the situation in the classroom so that the learning process becomes more interesting. This can be seen in Cycle I and Cycle II has improved.

2. The Result of the Students' Observation Sheet

The comparison of observation sheet result between cycle I and cycle II can be showed in the table as follows:

Table 4.10
The Result of the Students' Activity in Cycle I and Cycle II

No.	Students' Activity	Cycle I		Cycle II		Note
		F	%	F	%	
1	The student gives their attention to researcher's explanation.	9	50%	18	100%	Enhance
2	Students answer the researcher's question.	2	11,1%	9	50%	Enhance
3	The student being active in learning activity.	14	77,8%	18	100%	Enhance
4	The student give their idea in learning activity.	4	22,2%	15	83,3%	Enhance
TOTAL		161,1%		333,3%		
AVERAGE		40,3		83,3		

Based on the data above, most of the students' activities got significant enhancement from the cycle I to cycle II. The students paying attention s to the researcher's explanation from 9 (50%) students became 18 (100%) students. Then the students asked or answered the researcher's question had enhanced from 2 (11,1%) students became 9 (50%) students. Afterwards, the students being active in class was enhanced from 14

(77,8%) students became 15 (83,3%) students. Then, the students gave idea in group activity form 4 (22,2%) students became 15 (55,5%) students.

Based on the significant enhancement in students' scores in the pre-test, Post-test I (Cycle I), Post-test II (Cycle II) as well as the results of the students' activities in the Cycle I and Cycle II, the researcher concluded that this research was successful because it had achieved success indicator where 75% of students had to get a score of at least 75.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The use of Canva application in enhancing students' writing ability of the SMP Negeri Satu Atap 04 Tulang Bawang Barat can be summed up as follows:

1. The use of Canva application in enhancing students' writing ability of the SMP Negeri Satu Atap 04 Tulang Bawang Barat has been successful which is proven by the improvement of research results in each cycle. The enhancement of students' writing ability where in the pre-test with a average of 57,5, it enhanced in Cycle I with an average of 65,7 and in Cycle II with an average of 80,5.
2. These result also show that this Classroom Action Research using Canva application to enhance the students' learning activities achieved the specified completeness indicator, namely completeness above 75% and from the results of students' learning activities it enhanced from 40,3% to 83,3% so it enhanced up to 43% which proved that this research had achieved completeness, 75% of students who were active in the whole learning activity.

B. Suggestions

Based on the result of the research above, the researcher would like to give suggestion as follows:

1. For the Headmaster
 - a. The headmaster is suggested to enhance the English syllabus and lesson plan based on the problems confronted by his students.
 - b. The headmaster is suggested to support the facilitation in the English learning process.
2. For the Students:
 - a. The students are suggested to enhance their ability in English writing.
 - b. The students are suggested to enhance their English learning motivation.
3. For the English Teachers:
 - a. The English teacher is recommended to apply Canva application as an innovation in enhancing writing ability that can help students' ability effectively.
 - b. The English teacher is recommended to motivate the students in learning English and the teacher should help in improving their knowledge in English learning.

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APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 3620/In.28/J/TL.01/07/2024
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMP NEGERI SATU
ATAP 04 TULANG BAWANG BARAT
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **SITI ASTUTI**
NPM : 2101050026
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : **ENHANCING WRITING ABILITY THROUGH CANVA
APPLICATION ON THE VIII GRADE AT SMP NEGERI SATU
ATAP 04 TULANG BAWANG BARAT**

untuk melakukan prasurvey di SMP NEGERI SATU ATAP 04 TULANG BAWANG BARAT, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Juli 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



PEMERINTAH KABUPATEN TULANG BAWANG BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN SATU ATAP 4 TULANG BAWANG BARAT



Jalan Poros Toto Wonodadi (SP 4B), Kcc. Batu Putih, Kab. Tulang Bawang Barat, 34785, Lampung

NPSN: 69759049 NSS: 20.1.18.12.04.047 Surel: smpnsatap4tubaba@gmail.com Web: www.smpnsatap4tubaba.gosch.id

Nomor : 424/ /SB.Prasurvey/SMPN.SA.4TBB/VIII/2024

Lampiran : -

Perihal : Surat Balasan Permohonan Izin Prasurvey

Yth.

Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan
 Institut Agama Islam Negeri Metro
 Di Tempat,

Dengan hormat,

Sehubungan dengan surat yang dikirimkan pada tanggal 19 Juli 2024 perihal izin prasurvey untuk penyusunan Skripsi berjudul "Enhancing Writing Ability Through Canva Application On The VIII Grade at SMP N SATU ATAP 4 TULANG BAWANG BARAT" dari mahasiswa SITI ASTUTI, NPM 2101050026 kami ingin menyampaikan beberapa hal:

1. Kami mengizinkan pelaksanaan prasurvey di instansi kami.
2. Izin prasurvey hanya berlaku untuk keperluan akademik.
3. Prasurvey harus dilakukan di waktu kerja.

Demikian surat ini kami sampaikan, terima kasih atas perhatiannya.

Tulang Bawang Barat, 12 Agustus 2024

Kepala SMPN Satu Atap 4 Tulang Bawang Barat



TRI SUWARNI, S.Pd.I

NIP. 196410101984122002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 4370/In.28.1/J/TL.00/10/2024
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Rika Dartiara (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: SITI ASTUTI
NPM	: 2101050026
Semester	: 7 (Tujuh)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: ENHANCING WRITING ABILITY THROUGH CANVA APPLICATION ON THE VIII GRADE AT SMP NEGERI SATU ATAP 04 TULANG BAWANG BARAT

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Oktober 2024
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.

NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4286/In. 28/D. 1/TL. 00/09/2024
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth. ,
KEPALA SMP Negeri Satu Atap 04
Tulang Bawang Barat
di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4285/In. 28/D. 1/TL. 01/09/2024, tanggal 25 September 2024 atas nama saudara:

Nama : SITI ASTUTI
NPM : 2101050026
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP Negeri Satu Atap 04 Tulang Bawang Barat bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP Negeri Satu Atap 04 Tulang Bawang Barat, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ENHANCING WRITING ABILITY THROUGH CANVA APPLICATION ON THE VIII GRADE AT SMP NEGERI SATU ATAP 04 TULANG BAWANG BARAT".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 September 2024
Wakil Dekan Akademik dan
Kelembagaan,



NIP



PEMERINTAH KABUPATEN TULANG BAWANG BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPN SATU ATAP 4 TULANG BAWANG BARAT



Jalan Poros Toto Wonodadi (SP 4B), Kec. Batu Putih, Kab. Tulang Bawang Barat, 34785, Lampung

NPSN: 69759049 NSS: 20.1.18.12.04.047 Surel: smpnsatup4tbbaba@gmail.com Web: www.smpnsatup4tbbaba.gosch.id

Nomor : 424/39 /IP/SMPN.SA.4TBB/X/2024

Lampiran : -

Perihal : Surat Izin Penelitian

Yth.

Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri Metro

Di Tempat,

Dengan hormat,

Sehubungan dengan prasurvey yang telah dilakukan untuk penyusunan Skripsi berjudul "Enhancing Writing Ability Through Canva Application On The VIII Grade at SMP N SATU ATAP 4 TULANG BAWANG BARAT" dari mahasiswa SITI ASTUTI, NPM 2101050026 kami ingin menyampaikan beberapa hal:

1. Kami mengizinkan pelaksanaan penelitian di instansi kami.
2. Penelitian hanya berlaku untuk keperluan akademik.
3. Penelitian harus dilakukan pada saat jam kegiatan belajar mengajar.

Demikian surat ini kami sampaikan, terima kasih atas perhatiannya.

Tulang Bawang Barat, 11 Oktober 2024
 Kepala SMPN Satu Atap 4 Tulang Bawang Barat

TRISUWARNI, S.Pd.I
 NIP. 196410101984122002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4285/In. 28/D. 1/TL. 01/09/2024

Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : SITI ASTUTI
NPM : 2101050026
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP Negeri Satu Atap O4 Tulang Bawang Barat, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "ENHANCING WRITING ABILITY THROUGH CANVA APPLICATION ON THE VIII GRADE AT SMP NEGERI SATU ATAP O4 TULANG BAWANG BARAT".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

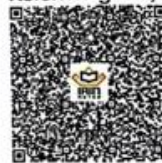
Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 25 September
2024



Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



NIP



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Astuti
NPM : 2101050026

Program Studi : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 1 Juli 2024		Langkah awal Menyusun proposal	
2.	Senin, 8 Juni 2024		find out and put RPP and sylobus. - Revise your background of the study. You should start from the general to specific one. - put the result prsurvey from interview with the teacher and students score.	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Rika Dartiara, M.Pd
NIP. 20060909101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**



Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

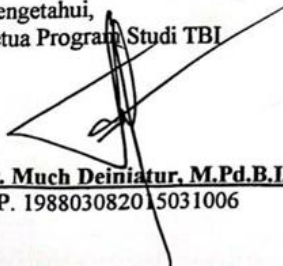
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Astuti
NPM : 2101050026

Program Studi : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5.	26 Juli 2021	 	<ul style="list-style-type: none"> - add more resourc. - find out from journal and book. - Use guiden book how to write proposal. - should be consistent in using term. - Use future tense because this still proposal. 	

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing



Rika Dartiara, M.Pd
NIP.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Astuti
NPM : 2101050026

Program Studi : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6	31 Juli 2024		add more resource related to canva application than add postnote. Study more about enseses. good luck! and keep spirit!	
7	8 Agustus 2024		add step thing application of canva. Master your proposal	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deinatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Rika Dartiara, M.Pd
NIP.



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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

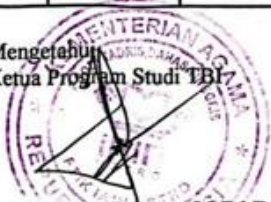
**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Astuti
NPM : 2101050026


Program Studi : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
8.	19 Agustus 2024		Study hard and master your proposal. see me soon!	
9.	20 Agustus 2024		make ppt Acc for seminar good luck!	

Mengesahkan
Ketua Program Studi TBI


Dr. Much Deimatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing


Rika Dartiara, M.Pd
NIP.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Astuti
NPM : 2101050026

Program Studi : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	7 Okt 2024.		pay attention on giving score of writing task. It should be based on writing rubric: - put theory in discussion. - put Appendix.	
2.	15 Okt 2024		revise	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Dehatatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Rika Dartiara, M.Pd
NIP.




**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Siti Astuti
NPM : 2101050026

Program Studi : TBI
Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	21 Oktober 2024		Revise add footnote sign RPP.	
4.	22 Oktober 2024.		Acc for munadosyah. study hard and master your thesis. good luck!	

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing



Rika Dartiara, M.Pd
NIP.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Siti Astuti
NPM : 2101050026
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 22 Oktober 2024
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1079/In.28/S/U.1/OT.01/10/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : SITI ASTUTI
NPM : 2101050026
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101050026

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 22 Oktober 2024
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002

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METRO, 22 Okt 2024
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Dr. MUCH DEINATUR, M.Pd.B.I.
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Appendix 1 Syllabus

SYLLABUS ENGLISH SUBJECT

School	: SMP Negeri Satu Atap 04 Tulang Bawang Barat
Class	: VIII
Subject Course	: English
Competence Standard	: KI-4 Demonstrate reasoning, processing and presenting skill creatively, productively, critically, independently, collaboratively and communicatively, in the concrete and abstract domains in accordance with what is learned at school and other similar sources from theoretical perspective.

Basic Competencies	Subject Matter	Indicator	Learning Activities	Time	Learning Source
Composing short and simple oral and/or written transactional interaction texts that involve composing descriptive text related to the use of simple present tense.	My Uncle is a Zoo Keeper (Describing Animals)	1. Students are able to understand the definition and technique to make a descriptive text. 2. Students are able to write	1. Create a short text to describe some animals with correct spelling and punctuation. 2. Presenting to the other	12 JP	Curriculum support books 2013 "When English Rings a Bell" for class VIII. English dictionary. Students' and teacher's experience.

		descriptive text.	groups and asking questions about text. 3. Reflecting on the learning process and result.		
--	--	-------------------	--	--	--

Instrument			Time Allocation	Assessment
Method	Media	Instrument's Shape		
Group Discussion	Canva Application	Questionnaire	2 x 40 Minutes	Handbook

Collaborator



LUTFI HIDAYAH, S.Pd

Metro, 01 October 2024

Researcher



SITI ASTUTI
St.ID. 2101050026

Appendix 2 Lesson Plan I**LESSON PLAN (I)
ENGLISH SUBJECT**

School	: SMP Negeri Satu Atap 04 Tulang Bawang Barat
Class	: VIII
Text	: Descriptive Text
Theme	: My Uncle is a Zoo Keeper
Aspect/Skill	: Writing Ability
Time	: 2 x 40 Minutes
Meeting	: 1

1. Standard Competence

Demonstrate reasoning, processing and presenting skill creatively, productively, critically, independently, collaboratively and communicatively, in the concrete and abstract domains in accordance with what is learned at school and other similar sources from theoretical perspective.

2. Basic Competence

Composing short and simple oral and/or written transactional interaction texts that involve composing descriptive text related to the use of simple present tense.

3. The Indicators

- a. Students are able to understand the definition and technique to make a descriptive text.
- b. Students are able to write descriptive text.

4. The Objectives of Learning

- a. The students are able to write descriptive text according to the vocabularies they have taken.
- b. Students are able to present the result of the discussion in front of the class.

5. Materials

a. The Definition of Descriptive Text

Descriptive text is text that contains a detailed explanation or descriptive of a particular object, place or event. The aim is for readers to feel, enjoy and understand the objects described. This text often used in making short stories, fairy tales, etc.

b. The Characteristics of Descriptive Text

Characteristics of descriptive text, including:

- 1) Use descriptive sentences so that the reader can see, hear and feel the object being described.
- 2) Describes objects based on the author's observations, feelings and experiences.
- 3) Use good diction and language.

c. The Kind of Descriptive Text

Descriptive text can be divided into three types based on the object, namely:

- 1) Subjective descriptive text, namely text where the description of the object follows the author's impression.
- 2) Spatial descriptive text, namely text that describes objects in the form of objects, spaces, places, and so on.
- 3) Objective descriptive text, namely text created based on objective reality without the addition of the author's opinion.

d. The Structure of Descriptive Text

Descriptive text has a generic structure such as follows:

- 1) Orientation: Introduction to something that will be described.
- 2) Description: A description of something in detail so that the reader has an idea of the text being conveyed.
- 3) Closing: A closing used as the end of a sentence in a text.

6. Time Allotment

2 x 40 minutes.

7. Teaching Method and Media


- a. Method : Group discussion.
- b. Media : Canva application.

8. Procedures of Teaching

No	Learning Activities	Time Allotment
1.	<p>Introduction Apperception:</p> <ul style="list-style-type: none"> - Greeting the students. - Checking the students' attendance list. - Asking the students' knowledge about descriptive text. <p>Motivation</p> <ul style="list-style-type: none"> - Delivering the objectives of learning. - Relate it to their life. - Explaining the importance of the material. 	10 Minutes
2.	<p>Main Activities</p> <p>Exploration:</p> <p>In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> - Involves the students in looking for the wide information about the topic/theme of the materials that will be studied. - Facilitates the students' interaction among the students with the teacher, the environment and other learning resources. - Involves the students actively in each learning activity. <p>Elaboration:</p> <p>In the elaboration activity, the teacher</p> <ul style="list-style-type: none"> - Put students into groups. - Explains about descriptive text. - Gives the example of the descriptive text. - Explains about how to use Canva application. - Share the student worksheet link that has been created via the Canva application with each group. - Prepare clue paper (vocabularies) on the table. - Ask students from each group representative to take several pieces of clue paper that match the picture on the student worksheet. - Each group is asked to discuss writing descriptive text based on the pictures on the student worksheet that has been distributed and the clue paper (vocabularies) that has been taken. - Students are asked to present the results of group learning in front of the class. 	60 Minutes

3.	<p>Closing Activities: In the closing activity, the teacher</p> <ul style="list-style-type: none"> - Discusses the text with the students. - Concludes the material with the students. - Reflects the activities that have done in the learning process and motivates the students. - Conveys the lesson plan for the next meeting. 	10 Minutes
----	--	---------------

9. Evaluation

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Written Test	Using Canva Application	<p>Group 1: https://www.canva.com/design/DAFw7mwJk1i0Fa-v3SGH-8F0Bx0Cl-e-4d7C/asm_content=DAFw7mwJk1i0Fa-v3SGH-8F0Bx0Cl-e-4d7C/asm_medium=Link2&utm_source=sharebutton</p> 

10. Aspect of Assessment

No.	Score	Score Criteria	Aspect of Competencies
1.	90 – 100	Excellent	The students are able to develop the generic structure and language features of descriptive text which is appropriate to the context very well.
2.	80 – 89	Good	The students are able to develop the generic structure and language features of descriptive text which is appropriate to the context well.
3.	70 – 79	Fair	The students are able to develop the generic structure and language features of descriptive text which is appropriate to the context sufficiently.
4.	60 – 69	Poor	The students are able to

			develop the generic structure and language features of descriptive text which is appropriate to the context.
5.	51 – 59	Very Poor	The students are not able to develop the generic structure and language features of descriptive text which is appropriate to the context.

Metro, 01 October 2024

Collaborator



LUTFI HIDAYAH, S.Pd

Researcher



SITI ASTUTI

St.ID. 2101050026

Appendix 3 Lesson Plan II

LESSON PLAN (II) ENGLISH SUBJECT

School : SMP Negeri Satu Atap 04 Tulang Bawang Barat
 Class : VIII
 Text : Descriptive Text
 Theme : My Uncle is a Zoo Keeper
 Aspect/Skill : Writing Ability
 Time : 2 x 40 Minutes
 Meeting : 2

1. Standard Competence

Demonstrate reasoning, processing and presenting skill creatively, productively, critically, independently, collaboratively and communicatively, in the concrete and abstract domains in accordance with what is learned at school and other similar sources from theoretical perspective.

2. Basic Competence

Composing short and simple oral and/or written transactional interaction texts that involve composing descriptive text related to the use of simple present tense.

3. The Indicators

- a. Students are able to understand the definition and technique to make a descriptive text.
- b. Students are able to write descriptive text.

4. The Objectives of Learning

- a. The students are able to write descriptive text according to the vocabularies they have taken.
- b. Students are able to present the result of the discussion in front of the class.

5. Materials

a. The Definition of Descriptive Text

Descriptive text is text that contains a detailed explanation or description of a particular object, place or event. The aim is for readers to feel, enjoy and understand the objects described. This text often used in making short stories, fairy tales, etc.

b. The Characteristics of Descriptive Text

Characteristics of descriptive text, including:

- 1) Use descriptive sentences so that the reader can see, hear and feel the object being described.
- 2) Describes objects based on the author's observations, feelings and experiences.
- 3) Use good diction and language.

c. The Kind of Descriptive Text

Descriptive text can be divided into three types based on the object, namely:

- 1) Subjective descriptive text, namely text where the descriptive of the object follows the author's impression.
- 2) Spatial descriptive text, namely text that describes objects in the form of objects, spaces, places, and so on.
- 3) Objective descriptive text, namely text created based on objective reality without the addition of the author's opinion.

d. The Structure of Descriptive Text

Descriptive text has a generic structure such as follows:

- 1) Orientation: Introduction to something that will be described.
- 2) Description: A description of something in detail so that the reader has an idea of the text being conveyed.
- 3) Closing: A closing used as the end of a sentence in a text.

6. Time Allotment

2 x 40 minutes.

7. Teaching Method and Media

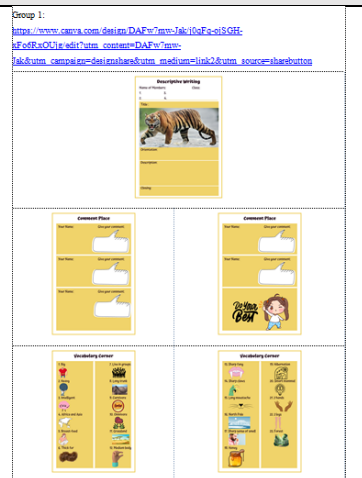
- a. Method : Group discussion.
- b. Media : Canva application.

8. Procedures of Teaching

No	Learning Activities	Time Allotment
1.	<p>Introduction Apperception:</p> <ul style="list-style-type: none"> - Greeting the students. - Checking the students' attendance list. - Asking the students' knowledge about descriptive text. <p>Motivation</p> <ul style="list-style-type: none"> - Delivering the objectives of learning. - Relate it to their life. - Explaining the importance of the material. 	10 Minutes
2.	<p>Main Activities</p> <p>Exploration: In the exploration activity, the teacher:</p> <ul style="list-style-type: none"> - Involves the students in looking for the wide information about the topic/theme of the materials that will be studied. - Facilitates the students' interaction among the students with the teacher, the environment and other learning resources. - Involves the students actively in each learning activity. <p>Elaboration: In the elaboration activity, the teacher</p> <ul style="list-style-type: none"> - Put students into groups. - Explains about descriptive text. - Gives the example of the descriptive text. - Explains about how to use Canva application. - Share the student worksheet link that has been created via the Canva application with each group. - Prepare clue paper (vocabularies) on the table. - Ask students from each group representative to take several pieces of clue paper that match the picture on the student worksheet. - Each group is asked to discuss writing descriptive text based on the pictures on the student worksheet that has been distributed and the clue paper (vocabularies) that has been taken. - Students are asked to present the results of group learning in front of the class. 	60 Minutes

3.	Closing Activities: In the closing activity, the teacher <ul style="list-style-type: none"> - Discusses the text with the students. - Concludes the material with the students. - Reflects the activities that have done in the learning process and motivates the students. - Conveys the lesson plan for the next meeting. 	10 Minutes
----	--	---------------

9. Evaluation

Evaluation Technique	Evaluation Instrument	Sample of Instrument
Written Test	Using Canva Application	<p>Group 1: https://www.canva.com/design/DAFw7nvvJk1l0Fa-c0SGE-fF0F8u0C1e-w8lT/qm_content=DAFw7nvvJk1l0Fa-c0SGE-fF0F8u0C1e-w8lT/qm_medium=Link2&qm_source=sharebutton</p> 


10. Aspect of Assessment

No.	Score	Score Criteria	Aspect of Competencies
1.	90 – 100	Excellent	The students are able to develop the generic structure and language features of descriptive text which is appropriate to the context very well.
2.	80 – 89	Good	The students are able to develop the generic structure and language features of descriptive text which is appropriate to the context well.
3.	70 – 79	Fair	The students are able to develop the generic structure and language features of descriptive text which is appropriate to the context sufficiently.
4.	60 – 69	Poor	The students are able to

			develop the generic structure and language features of descriptive text which is appropriate to the context.
5.	51 – 59	Very Poor	The students are not able to develop the generic structure and language features of descriptive text which is appropriate to the context.

Metro, 01 October 2024

Collaborator



LUTFI HIDAYAH, S.Pd

Researcher

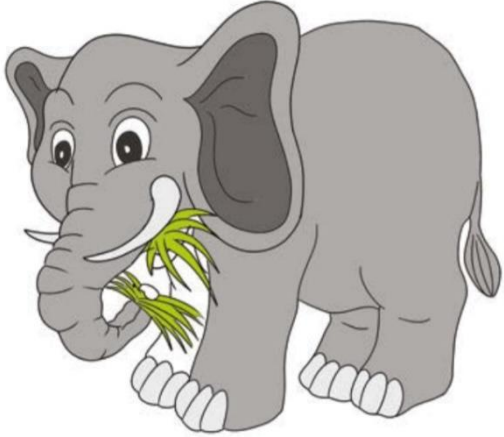



SITI ASTUTI

St.ID. 2101050026

Appendix 4 Pre-test**PRE-TEST****Name :****Class :**

Create descriptive text according to the provided images correctly individually!

 <p>WRITE HERE:</p>	 <p>WRITE HERE:</p>
--	---

~ DO YOUR BEST!! ~

Appendix 5 Post-test I

**POST TEST
(CYCLE I)**

Group 1:


https://www.canva.com/design/DAFw7mw-Jak/j0qFq-ojSGH-xFo6RxOUjg/edit?utm_content=DAFw7mw-Jak&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Descriptive Writing

Name of Members: _____ Class: _____

1. _____ 3. _____
2. _____ 4. _____

Title: _____



Orientation: _____

Description: _____

Closing: _____

Vocabulary Corner

1. Big 	7. Live in groups 
2. Heavy 	8. Long trunk 
3. Intelligent 	9. Carnivore 
4. Africa and Asia 	10. Omnivore 
5. Breast-feed 	11. Grassland 
6. Thick fur 	12. Medium body 

Vocabulary Corner

13. Sharp fang 	19. Hibernation 
14. Sharp claws 	20. Smart mammal 
15. Long moustache 	21. 2 hands 
16. North Pole 	22. 2 legs 
17. Sharp sense of smell 	23. Forest 
18. Honey 	

Group 2:

https://www.canva.com/design/DAGR26Cyms/bYls9UT2sMJG5qWTemwHVw/edit?utm_content=DAGR26Cyms&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Descriptive Writing

Name of Members: _____ Class: _____

1. _____ 3. _____
2. _____ 4. _____

Title: _____















Orientation: _____












Description: _____

Closing: _____

Vocabulary Corner

1. Big 	7. Live in groups 
2. Heavy 	8. Long trunk 
3. Intelligent 	9. Carnivore 
4. Africa and Asia 	10. Omnivore 
5. Breast-feed 	11. Grassland 
6. Thick fur 	12. Medium body 

Vocabulary Corner

13. Sharp Fang 	19. Hibernation 
14. Sharp claws 	20. Smart mammal 
15. Long moustache 	21. 2 hands 
16. North Pole 	22. 2 legs 
17. Sharp sense of smell 	23. Forest 
18. Honey 	

Group 3:


https://www.canva.com/design/DAGR2QPR-s/ZhYJPPQYitH_35ZBEpZ8-A/edit?utm_content=DAGR2QPR-s&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Descriptive Writing

Name of Members: _____ Class: _____

1. _____ 3. _____
2. _____ 4. _____

Title:















Orientation:


Description:

Closing:

Vocabulary Corner

1. Big 	7. Live in groups 
2. Heavy 	8. Long trunk 
3. Intelligent 	9. Carnivore 
4. Africa and Asia 	10. Omnivore 
5. Breast-feed 	11. Grassland 
6. Thick fur 	12. Medium body 

Vocabulary Corner

13. Sharp Fang 	19. Hibernation 
14. Sharp claws 	20. Smart mammal 
15. Long moustache 	21. 2 hands 
16. North Pole 	22. 2 legs 
17. Sharp sense of smell 	23. Forest 
18. Honey 	

Group 4:


https://www.canva.com/design/DAGRH0mCICc/h34XKy-wVpXelfzebp2xKw/edit?utm_content=DAGRH0mCICc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Descriptive Writing

Name of Members: _____ Class: _____

1. _____ 3. _____
2. _____ 4. _____

Title: _____



Orientation: _____












Description: _____

Closing: _____

Vocabulary Corner

1. Big 	7. Live in groups 
2. Heavy 	8. Long trunk 
3. Intelligent 	9. Carnivore 
4. Africa and Asia 	10. Omnivore 
5. Breast-feed 	11. Grassland 
6. Thick fur 	12. Medium body 

Vocabulary Corner

13. Sharp Fang 	19. Hibernation 
14. Sharp claws 	20. Smart mammal 
15. Long moustache 	21. 2 hands 
16. North Pole 	22. 2 legs 
17. Sharp sense of smell 	23. Forest 
18. Honey 	

Appendix 6 Post-test II

**POST TEST
(CYCLE II)**

Group 1:


https://www.canva.com/design/DAGRHOmCICc/h34XKy-wVpXelfzbp2xKw/edit?utm_content=DAGRHOmCICc&utm_campaign=designshere&utm_medium=link2&utm_source=sharebutton

Descriptive Writing

Name of Members: _____ Class: _____

1. _____ 3. _____
2. _____ 4. _____

Title : _____



Orientation: _____

Description: _____

Closing: _____

Vocabulary Corner

1. Big 	7. Live in groups 
2. Heavy 	8. Long trunk 
3. Intelligent 	9. Carnivore 
4. Africa and Asia 	10. Omnivore 
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Vocabulary Corner

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14. Sharp claws 	20. Smart mammal 
15. Long moustache 	21. 2 hands 
16. North Pole 	22. 2 legs 
17. Sharp sense of smell 	23. Forest 
18. Honey 	

Group 2:


https://www.canva.com/design/DAFw7mw-Jak/j0qFq-0jSGH-xFo6RxOUjg/edit?utm_content=DAFw7mw-Jak&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Descriptive Writing

Name of Members: _____ Class: _____

1. _____ 3. _____
2. _____ 4. _____

Title: _____



Orientation: _____










Description: _____

Closing: _____

Vocabulary Corner

1. Big 	7. Live in groups 
2. Heavy 	8. Long trunk 
3. Intelligent 	9. Carnivore 
4. Africa and Asia 	10. Omnivore 
5. Breast-feed 	11. Grassland 
6. Thick fur 	12. Medium body 

Vocabulary Corner

13. Sharp Fang 	19. Hibernation 
14. Sharp claws 	20. Smart mammal 
15. Long moustache 	21. 2 hands 
16. North Pole 	22. 2 legs 
17. Sharp sense of smell 	23. Forest 
18. Honey 	

Group 3:

https://www.canva.com/design/DAGR26Cyms/bYls9UT2sMJG5qWTemwHVw/edit?utm_content=DAGR26Cyms&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Descriptive Writing

Name of Members: _____ Class: _____

1. _____ 3. _____
2. _____ 4. _____

Title: _____















Orientation: _____












Description: _____

Closing: _____

Vocabulary Corner

1. Big 	7. Live in groups 
2. Heavy 	8. Long trunk 
3. Intelligent 	9. Carnivore 
4. Africa and Asia 	10. Omnivore 
5. Breast-feed 	11. Grassland 
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Vocabulary Corner

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15. Long moustache 	21. 2 hands 
16. North Pole 	22. 2 legs 
17. Sharp sense of smell 	23. Forest 
18. Honey 	

Group 4:


https://www.canva.com/design/DAGR2QPR-s/ZhYJPPQYitH_35ZBEpZ8-A/edit?utm_content=DAGR2QPR-s&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Descriptive Writing

Name of Members: _____ Class: _____

1. _____ 3. _____
2. _____ 4. _____

Title:















Orientation:




Description:

Closing:

Vocabulary Corner

1. Big 	7. Live in groups 
2. Heavy 	8. Long trunk 
3. Intelligent 	9. Carnivore 
4. Africa and Asia 	10. Omnivore 
5. Breast-feed 	11. Grassland 
6. Thick fur 	12. Medium body 

Vocabulary Corner

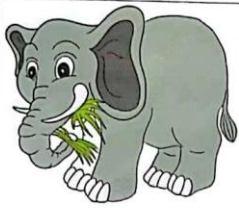

13. Sharp Fang 	19. Hibernation 
14. Sharp claws 	20. Smart mammal 
15. Long moustache 	21. 2 hands 
16. North Pole 	22. 2 legs 
17. Sharp sense of smell 	23. Forest 
18. Honey 	

Appendix 7 Documentation of the Students' Learning Results

1. Pre-test

PRE-TEST

Name : Danessa Virnanda.
 Class : VIII (Eight)
 Create descriptive text according to the provided images correctly individually!



 <p>WRITE HERE: Name fauna is <u>elephant</u> Elephent is herbivora.</p>	 <p>WRITE HERE: Tiger is name on fauna. Tiger is karnivora.</p> <p style="font-size: 2em; color: red; text-align: center;">60</p>
---	--

~ HAVE A GREAT TIME DOING IT ~

CS Scanned with CamScanner

PRE-TEST



Name : ISNA SAPHIANI
 Class : VIII (Eight)
 Create descriptive text according to the provided images correctly individually!

 <p>WRITE HERE: Name Fauna is <u>Elephant</u> ElePhent is herbivora.</p> <p style="font-size: 2em; color: red; text-align: center;">60</p>	 <p>WRITE HERE: Tiger is name on Fauna. Tiger is karnivora.</p> <p style="font-size: 2em; color: red; text-align: center;">65</p>
--	--

~ HAVE A GREAT TIME DOING IT ~

PRE-TEST



Name : PIRA SANTIKA
 Class : VIII (Eight)
 Create descriptive text according to the provided images correctly individually!

 <p>WRITE HERE: elephent Owen Foot Four AND (elephent) white. elephant own eating</p>	 <p>WRITE HERE: Tiger is (eating) Meat Tiger (Owen) Foot four Tiger (Owen) own eating</p> <p style="font-size: 2em; color: red; text-align: center;">55</p>
---	--

~ HAVE A GREAT TIME DOING IT ~

PRE-TEST

Name : SASA N.
 Class : VIII
 Create descriptive text according to the provided images correctly individually!

 <p>WRITE HERE: (elephent) Foot Four (elephent) (Owen) (elephant) (elephant) elephant eating</p>	 <p>WRITE HERE: Tiger Tiger is (eating) meat + and Foot Four</p> <p style="font-size: 2em; color: red; text-align: center;">55</p>
---	---

~ HAVE A GREAT TIME DOING IT ~

2. Post-test I

Descriptive Writing

Group: 1
 Name of Members: 3. Lisa
 1. Rapi 2. Yuda 4. Jelita
 5. Sjifa
 Class:

Title: Tiger



Orientation: are a fauna that named tiger

Description: Tiger own Hair Tiger like iting meat, Tiger own fangs which very sharp, Tiger own north pole, tiger almost extinct

Closing: hopefully tigers Will not become extinct

SCORE: 60

Descriptive Writing

Group : 1
 Name of Members: 3. Ridho 5. Naila
 1. Andi 2. Pajar 4. Danessa
 Class: VIII

Title: Bear



Orientation: There is an animal called a bear

Description: Bear is, animal that big body. Bear also to have thick fur. He also hibernation that chilly season. That except bear also own sharp fang. Bear is an animal shelter like honey.

Closing: may population bear firm lasting and not gone.

SCORE: 70

Descriptive Writing

Group: kelompok 3
 Name of Members: 3. Sita
 1. Mubahudin 2. Ngahli 4. Iana
 Title: Elephant
 Class: VIII

Title : Elephant



Orientation: there is an animal called an elephants

Description : elephants are bbig-bodied animals, elephants have a long ponent, elephants also life in grassland, the elephants body is very heavy, and elephant live in groups


Closing: may elephants can be gone and always protected

SCORE: 78

Descriptive Writing

Group : 4
 Name of Members: 3. Salsa M
 1. Della Y 2. Pira S 4. Komang B.S
 Class: VIII

Title :



Orientation: there is an animal caled a monkey

Description : Monkay is mamalia animal, Monkay are animal that suckley, and have thick fur, Monkay have amedium body, and lifes in group.

Closing: May Monkey always safe and always clever.

SCORE: 70

3. Post-test II

Descriptive Writing

Group Name: Class: VIII
 1. Ridho 3. Danessa 5. Andi
 2. Fajar 4. Naila

Title: Monkey



Orientation: There is an animal called a monkey.

Description: Monkey, is smart animal. Monkey also have thick fur and medium body. Monkey is animal that breast-feed. Monkey have 2 hand and 2 legs. They live in forest and in groups.


Closing: May monkey population firm lasting and not gone soon.

SCORE: 83

Descriptive Writing

Group Name: Class: VIII
 1. Misbahudin 3. Sinta
 2. Ngaini 4. Isna

Title: Tiger



Orientation: Tiger is a wild animals.

Description: Tiger is an animal have thick fur and long moustache. Tiger is carnivore animal eat meat. Their fang and claws is very sharp. They also live in forest and north pole.

Closing: May tiger not be gone and always protected.

SCORE: 81

Descriptive Writing

Group Name: Class: VIII
 1. Yuda 3. Jelita 5. Syifa
 2. Rapi 4. Lisa

Title: Bear



Orientation: There are beast animal which named bear.

Description: Bear have hair which heavy, bear have fangs which very sharp, bear have sharp claws, bear likes to pat honey, and also bear eating meat.

Closing: Maet bear no gone.

SCORE: 78

Descriptive Writing

Group Name: Class: VIII
 1. Della Y. 3. Pira
 2. Salsa M. 4. Komang

Title : Elephant



Orientation: There is an animal called elephant.

Description: Elephant are eat grass animal, elephant have big body, elephant have large body, elephant live in groups, and elephant also breast-feed to baby elephant.

Closing: Hopefully elephant will not always hunt for their tusks.

SCORE: 80

Appendix 8 Documentation of the Students' Learning Activities

1. Pre-test



2. Cycle I



3. Cycle II



Appendix 9 Field Note

CYCLE I

Date	Meeting	Action
24 September 2024	1	<ol style="list-style-type: none"> 1. Most of the students did test confusedly. 2. The teacher give the material about descriptive text and how to use Canva application for writing. 3. Some the students did not understand about the material.
25 September 2024	2	<ol style="list-style-type: none"> 1. Re-explain about the descriptive text and the examples. 2. Give post-test to the students (link of student worksheet). 3. Give an instruction how to do the post-test well. 4. Many of the students did not pased the minimum standard criteria (MMC/KKM). 5. Make reflection and evaluation to the students.

CYCLE II

Date	Meeting	Action
28 September 2024	1	<ol style="list-style-type: none"> 1. Re-explain the material about descriptive text and give the examples. 2. Teach the students how to use Canva settings and features well. 3. The teacher give link of the student worksheet to the students (post-test II) 4. The teacher give some detail instructions to finish their project. 5. Most of the students passed the minimum standard criteria (MMC/KKM). 6. Make reflection and evaluation to the students. 7. Give a reward for the first highest score in the groups.

BIOGRAPHY



Siti Astuti is the name of the author of this undergraduate thesis. The author was born on September 6th, 2003 in Margo Mulyo, Batu Putih, Tulang Bawang Barat. The author is the only one of the kid of Mr. Hariyanto and Mrs. Sri Palupi. The author first entered in Kindergarten of TK Raudhatul Athfal in the year of 2008-2009, MI Hidayatul Mubtadiin in the year of 2012-2015, SMP Negeri 1 Batu Putih in the year of 2015-2018, and SMAN 1 Gunung Terang in the year of 2018-2021. And in the same year the author was registered as a student at the State Islamic Institute of Metro, Tarbiyah and Teacher Training Faculty, English Education Study Program and graduated in 2024. With persistence and high motivation to keep learning and trying. The author has successfully completed the work on the final task of this thesis. We hope that by writing this thesis, we can make a positive contribution to the world of education. Finally, the writer expresses his deepest gratitude for the completion of her undergraduate thesis entitled **"ENHANCING WRITING ABILITY THROUGH CANVA APPLICATION ON THE VIII GRADE AT SMP NEGERI SATU ATAP 04 TULANG BAWANG BARAT"**.