

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF CANVA APPLICATION AS MEDIA  
ON THE STUDENTS READING COMPREHENSION OF  
THE EIGHT GRADE AT SMP NEGERI 2 RUMBIA**

**By:**  
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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG  
1447 H / 2026 M**

**THE INFLUENCE OF CANVA APPLICATION AS MEDIA  
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THE EIGHT GRADE AT SMP NEGERI 2 RUMBIA**

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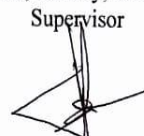
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TO STUDENTS READNG COMPREHENSION AT EIGHT  
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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jember untuk dimunaqsyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

*Wassalamu'alaikumWr.Wb.*



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*Assalamu'alaikum, Wr. Wb*

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TO STUDENTS READNG COMPREHENSION AT EIGHT  
GRADE OF SMP NEGERI 2 RUMBIA

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*

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An Undergraduate thesis entitled: THE INFLUENCE OF CANVA APPLICATION AS MEDIA ON THE STUDENTS READING COMPREHENSION OF THE EIGHT GRADE AT SMP NEGERI 2 RUMBIA, written by Fatma Amanda, student number: 2201051010, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesdsay, February 24<sup>th</sup>, 2026 at 10.00 - 12.00 a.m.

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## ABSTRACT

### THE INFLUENCE OF CANVA APPLICATION AS MEDIA ON THE STUDENTS READING COMPREHENSION OF THE EIGHT GRADE AT SMP NEGERI 2 RUMBIA

By:  
**Fatma Amanda**

This study aims at determine the influence of using the Canva application as a learning media on the reading comprehensionof the eighth-grade students at SMP Negeri 2 Rumbia. This study uses a *Quantitative* method with a *Quasi-Experimental Design*. The population in this study was all 50 eighth-grade students at SMP Negeri 2 Rumbia. The data collection techniques used were tests (Pre-Test and Post-Test) and documentation. The collected data were then analyzed using prerequisite tests, namely Normality and Homogeneity tests, and then processed using the *Mann-Whitney U Test*. The results of the study showed that the average Post-Test Score for The Experimental Class was 87.69, while that for the Control Class Was 68.13. The Mann-Whitney U Test results showed a Sig  $0.000 < 0.05$ , so  $H_a$  was **Accepted** and  $H_o$  was *Rejected*. This proves that there is a significant influence of using the canva application on the students' reading comprehension.

**Keywords:** *Canva Application, Learning Media, Reading Comprehension*

**THE INFLUENCE OF CANVA APPLICATION AS MEDIA  
ON THE STUDENTS READING COMPREHENSION OF  
THE EIGHT GRADE AT SMP NEGERI 2 RUMBIA**

**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan aplikasi Canva sebagai media pembelajaran terhadap kemampuan membaca siswa kelas VIII SMP Negeri 2 Rumbia. Penelitian ini menggunakan metode Kuantitatif dengan desain Quasi Eksperimental. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 2 Rumbia yang berjumlah 50 siswa. Adapun teknik pengumpulan data berupa test (Pre-Test dan Post-Test) dan dokumentasi. Data yang sudah dikumpulkan selanjutnya dianalisis dengan menggunakan uji prasyarat analisis berupa uji Normalitas dan Homogenitas, kemudian data diolah dengan teknik analisis menggunakan *Mann-Whitney U Test*. Hasil penelitian menunjukkan bahwa rata-rata nilai Post-Test Kelas Eksperimen sebesar 87,69, sedangkan Kelas Control sebesar 68,13. Hasil uji *Mann-Whitney U Test* menunjukkan hasil Sig  $0,000 < 0,05$  sehingga  **$H_a$  diterima** dan  **$H_o$  ditolak**. Hal ini membuktikan bahwa terdapat pengaruh yang signifikan dari penggunaan aplikasi Canva terhadap kemampuan membaca siswa.

**Kata Kunci:** *Aplikasi Canva, media pembelajaran, reading comprehension*

## STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researchers research, in exception of certain parts which are excerpted from the bibliography mentioned.

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## **MOTTO**

**“Allah Will Raise Those Who Have Believed And  
Those Who Have Been Given Knowledge inDegrees”**

**-QS. Al-Mujadilah: 11-**

## **DEDICATION**

Praise be to Allah SWT for His blessings of good health, faith, and for providing ease and smoothness so that the researcher could complete this thesis well. I dedicate this thesis to:

1. My parents, Mr. Sumani and Mrs. Kayah, who have raised me with love and care from childhood until now, and have always supported and prayed for my success. Thank you for your endless sacrifices, love, and support.
2. My sister HendriSiswiani and her husband, AdetinaApriliana and her husband, and Putri Arisma, thank you for your support and prayers for me to complete this thesis, and I also cannot forget my nieces and nephews, Aura, Zain, Azzam, and Qois, whom I love very much.
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Metro, February 27, 2026

Researcher,



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# CHAPTER I

## INTRODUCTION

### A. Background of Study

In the current globalized world, education is one of the most crucial components in the development of competitive and high-quality human resources. Through education, people can reach their full potential, sharpen their minds, and get the skills necessary to meet today's difficulties. In order to produce a skilled, imaginative, and inventive generation that can compete on a worldwide scale, the Indonesian government has made education a national priority. Literacy skills, particularly reading skills, are among the fundamental qualities that students need to acquire since they serve as the foundation for knowledge acquisition and the growth of critical thinking abilities.<sup>1</sup>

English is key in the professional world and globalization because it facilitates communication.<sup>2</sup> Being able to communicate with people and obtain a lot of information makes English one of the most crucial courses to learn at the Junior High School (SMP) level. One of the most crucial foundational skills for learning English is reading comprehension, often known as text comprehension. When pupils possess this ability, they will be able to comprehend the text's substance, identify specific details, draw conclusions about its meaning, and evaluate the text's overall organization.

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<sup>1</sup>Ruth Abigail Tarigan, 'Education Problems, Quality of I Evaluating and Enhancing the Quality of Education in Indonesia', *International Student Conference on Business, Education, Economics, Accounting, and Management (ISC-BEAM)*, 1.1 (2024), 659–70 <<https://doi.org/10.21009/isc-beam.011.47>>.

<sup>2</sup>Bajuri Sahnan, 'Peran Bahasa Inggris Dalam Dunia Profesional Dan Globalisasi', *Jurnal Ilmiah IPS Dan Humaniora*, 2.2 (2024), 44–49.

Pupils with poor reading comprehension will have trouble following the development of material written in English, comprehending the subject matter, and solving problems.

In addition to recognizing words and sentences, reading comprehension requires the capacity for critical thought in order to derive new meaning from the text. This process involves using past knowledge as a guide to analyze, synthesize, and evaluate information both explicit and implicit. Both external and internal elements such as the environment and the assistance of learning facilities have an impact on reading comprehension. Internal aspects include motivation, curiosity, and cognitive aptitude.<sup>3</sup>Students' performance in learning English is significantly impacted by their level of reading comprehension. Utilizing technology in the classroom is crucial in the digital age to enhance learning results and student motivation.

Learning media is an important tool in the learning process because it can help teachers deliver material more effectively, attractively, and in a way that is easy for students to understand. Learning media serves as a link between student knowledge and learning objectives, making the learning experience more meaningful.<sup>4</sup>The most commonly used types of media are visual media (pictures, slides, PowerPoint presentations, books),

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<sup>3</sup>Meilani Harfika Sari and others, 'Understanding the Level of Students' Reading Comprehension Ability', *Universal Journal of Educational Research*, 8.5 (2020), 1848–55 <<https://doi.org/10.13189/ujer.2020.080521>>.

<sup>4</sup>Rizka Indahyanti and Ali Wira Rahman, 'Teachers' Perception on the Use of Teaching Media in English Classroom', *Klasikal : Journal of Education, Language Teaching and Science*, 4.2 (2022), 187–96 <<https://doi.org/10.52208/klasikal.v4i2.217>>.

followed by audio media (recordings, podcasts), while audio-visual media (videos, animations) are still rarely used due to limited facilities and teachers' lack of technological skills.

Apps, e-learning platforms, and interactive simulations are examples of technology-based media that allow students to learn independently and collaborate in a flexible learning environment. In order to allow each student to learn in the manner that best suits them, contemporary educational materials may also adjust to many learning styles, including kinesthetic, visual, and aural. As a result, effective use of educational media fosters students' critical thinking abilities, creativity, and learning independence in addition to improving comprehension of the subject matter.<sup>5</sup>

Because it makes it simple to create engaging, interactive, and imaginative materials without requiring sophisticated design abilities, Canva was selected as the learning tool. Canva is a web-based graphic design tool and platform that lets users quickly and easily generate a variety of visual content, including presentations, posters, infographics, brochures, and social media items. Anyone, even novices without any prior design experience, can utilize Canva's selection of pre-made templates, graphic elements, typefaces, and basic editing tools. Its user-friendly design and online accessibility through desktops and mobile devices are its key advantages. Canva is a useful option for both

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<sup>5</sup>Kiki Andriani, Ardiana, and Firman, 'Teaching Media in Efl Classrooms: What Are They and Why Select Them', *Journal of Language Testing and Assessment*, 2.1 (2022), 87–97 <<https://doi.org/10.56983/jlta.v2i1.214>>.

professional and educational requirements because it offers a variety of collaboration tools that enable users to collaborate in real time. Teachers and students can use Canva to deliver topics in an engaging, creative, and interactive way in the classroom, which will assist pique students' attention and comprehension

Based on the results of a pre-survey conducted on August 27, 2025, on eighth grade students at SMP Negeri 2 Rumbia, it was found that most students still had difficulties in reading comprehension. Of the 24 students, only 7 students (25%) were able to achieve the Minimum Mastery Criteria ( $MMC \geq 73$ ), while the other 17 students (75%) still had low reading comprehension and needed learning innovations, one of which was the use of technology-based media such as the Canva application to help increase their motivation and reading comprehension. The pra-survey results are presented in table 1.1 and table 1.2.

**Table 1.1**  
**The Results Score Test of Students Reading Comprehension Among the**  
**Eight Grade at SMPNegeri 2 Rumbia**

No	Name	English lerning achievement	
		Score	Category
1.	AP	70	Failed
2.	ASY	90	Passed
3.	AM	100	Passed
4.	ASP	50	Failed
5.	AA	50	Failed
6.	BS	75	Passed
7.	DAP	90	Passed
8.	DF	55	Failed
11.	FTS	50	Failed
12.	GA	60	Failed
13.	HM	65	Failed
14.	IWD	75	Passed
15.	MFE	65	Failed
16.	NWC	70	Failed
17.	NAM	65	Failed

No	Name	English learning achievement	
		Score	Category
18.	ODA	85	Passed
19.	RS	50	Failed
20.	SS	45	Failed
21.	SK	85	Passed
22.	SAP	70	Failed
23.	VDR	50	Failed
24.	ZSB	65	Failed

Source: The Data Pra-Survey Of SMP Negeri 2 Rumbia Academic Year Of 2025/2026

From the data above, it can conclude that the majority of students have not yet reached the Minimum Mastery Criteria (MMC) score in reading. This suggests that the students still had difficulties in understanding reading texts.

**Table 1.2**  
**The Students Reading Achievement**

No	Categories	Grade	Frequency	Percentage %
1.	Passed	$\geq 73$	7	25,0%
2.	Failed	$\leq 73$	17	75,0%
<b>Total</b>			<b>24</b>	<b>100%</b>

Source: Pra-Survey Results Taken At 27 August 2025

These results shows that most students have not achieved the Minumum Mastery Criteria (MMC), indicating their low reading comprehension. This condition illustrates that the reading learning process implemented previously has not been fully effective. Therefore, more interesting learning strategies and media that are tailored to students needs are required.

From the background information above, it is clear that there is still a need for improvement in students' reading comprehension, one of which is through the use of innovative teaching materials. Until now, the use of monotonous media has reduced student motivation and made it difficult for them to understand in-depth reading material. Reading information can be

presented in an attractive and dynamic visual format with the help of Canva software, a simple yet feature-rich graphic design platform. It is estimated that the use of Canva will make the learning process more interesting, diverse, and effective in helping students understand the material consequently, the researcher conduct the research title of “The Influence of Canva Application as Media on the Students Reading Comprehension of the Eight Grade at SMP Negeri 2 Rumbia”.

### **B. Problem Identification**

Several issues can be discovered based on the factors mentioned in the problem's background, specifically:

1. The reading comprehension of eighth-grade students at SMP Negeri 2 Rumbia are still low, as evidenced by their difficulty in understanding main ideas, details, vocabulary, inferring implied meanings, and summarizing.
2. The intregation of technology-based media, especially the Canva application, in teaching reading comprehension is still limited.

### **C. Problem Limitation**

The researcher restricts this debate to the issue of how the Canva application affects students' reading comprehension. It is believed that academics will be able to offer a deeper knowledge by reducing these issues. The influence of the Canva application learning materials on the reading comprehension of eighth-grade students at SMP Negeri 2 Rumbia is the focus of this study.

#### **D. Problem Formulation**

Based on the description described in the background of the problem, problem identification, and problem limitation, so that the problem formulation in this study is there any significant influence of canva application as media on the student's reading comprehension of the eighth grade at SMP Negeri 2 Rumbia?

#### **E. Objectives and Benefits of Research**

##### a. Research objectives

The purpose of this study was to determine the reading comprehension of the eighth-grade students at SMP Negeri 2 Rumbia before and after being taught using the Canva Application, as well as determine whether there is a significant influence of using the Canva Application on the student's reading comprehension.

##### b. Research Benefits

###### 1. Theoretical Benefits

Theoretically, by expanding references to the usage of technology-based learning materials like Canva applications, this research should advance our understanding of education, particularly in the area of English language learning. It is anticipated that the findings of this study will serve as a guide for future investigations into the use of digital media to enhance students' Reading Comprehension abilities.

## 2. Practical Benefits

### a. For Teachers

In order to boost students' attention and reading comprehension, this research can help choose and use cutting-edge learning resources, particularly the Canva software.

### b. For Students

Makes learning more engaging, dynamic, and inspiring in order to facilitate students' comprehension of the reading material.

### c. For Schools

In order to enhance the quality of the teaching and learning process, it should be taken into account when creating technology-based learning strategies.

### d. For Other Researchers

To serve as a resource for future studies on the use of digital learning materials to enhance language proficiency.

### e. For Islamic University

Promoting the creation of innovative teaching methods that meet the needs of the digital age and including scholarly references in the area of technology-based learning.

## **F. Prior Research**

A study needs to review related studies in order to remain original. An overview of the findings and analysis of earlier research carried out by other researchers is provided by the review of pertinent research.

References and comparisons in this study can be drawn from a number of studies that are related to the author's topic and are explained as follows:

1. YuliusAlediusLakbarlawal, R.F.J. Lekawael, and Fredi Meyer, inKoli Journal: English Language Education in 2024, entitled “The Use Of Canva As Media In Teaching Reading Comprehensions At Seventh Grade Students Of Smp Negeri Tiakur”. Discussion results: According to this study, using Canva greatly enhanced kids' reading comprehension abilities. Only a small percentage of students in cycle 1 attained mastery, however most students in cycle 2 received outstanding to good ratings. Canva's interactive and visual display of the content, which draws attention, inspires, and makes text comprehension easier, was the catalyst for this development. Similarities: Examine how using the Canva app as a teaching tool affects students' ability to comprehend what they read. In order to enhance vocabulary, boost student interest and engagement in reading, and improve comprehension of text content, both use Canva to graphically and dynamically convey reading material. Differences: The subject, setting, research design, and study emphasis are where this study differs. This study looked at eighth-grade students with an emphasis on statistically quantifying the impact of Canva on reading comprehension skills, whereas the study at SMP Negeri Tiakur used the class action technique.<sup>6</sup>

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<sup>6</sup>Yulius Adelius Lakbarlawal, R. F. J. Lekawael, and Fredi Meyer, ‘The Use Of Canva as Media In Teaching Reading Comprehensions at Seventh Grade Students Of SMP Negeri Tiakur’, *Koli Journal : English Language Education*, 5.1 (2024), 33–46 <<https://doi.org/10.30598/koli.5.1.33-46>>.

2. Ryan DwiPuspita, DuhitaSaviraWardani, and Silvia Rabbani, in *Journal of Madrasah Ibtidaiyah Education* in 2022, entitled “Development of Teaching Materials to Improve Reading Comprehension Skills For 5<sup>th</sup> Grade Students: Canva Application Supported”. Discussion results: This study demonstrates how well teaching resources based on the Canva software enhance students' reading comprehension. Significant progress is evident in the pre-test and post-test findings, which are corroborated by expert validation that the media is appropriate for usage with only modest adjustments. Although some children still struggle to grasp the suggested meaning, Canva also helps teachers create engaging, interactive, and curriculum-aligned lessons. All things considered, Canva turned out to be useful and capable of assisting with the development of reading comprehension abilities. Similarities: The use of canva application as learning media to improve reading comprehension. Differences: This study focuses more on the direct impact of Canva use on students' reading comprehension abilities than the earlier research, which focused on the creation of instructional resources.<sup>7</sup>
3. Like TrisnawatiHardina, Slamet Asri, and Nirwanto in *Journal of English Education and Linguistics Studies* in 2024, entitled “Designing Local Culture Based Canva Narratives To Enhance Reading Skills For

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<sup>7</sup>Ryan Dwi Puspita, Duhita Savira Wardani, and Sylvia Rabbani, ‘Development of Teaching Materials To Improve Reading Comprehension Skills for 5Th Grade Students: Canva App Supported’, *JMIE (Journal of Madrasah Ibtidaiyah Education)*, 6.2 (2023), 163 <<https://doi.org/10.32934/jmie.v6i2.442>>.

Junior High School Students”. Discussion results: This study shows that the use of Canva based on local culture can improve students' reading skills. Materials related to Ponorogo culture make students more motivated, actively involved, and easier to understand the structure of narrative texts. Canva, with its attractive visual display, also helps clarify the content of the reading, although there are still obstacles in the form of limited learning time and differences in student abilities. Similarities: These results are in line with previous studies that also found that innovative learning media can increase motivation and learning outcomes. Another similarity is the increased engagement of students when the material used is relevant to their experiences. Differences: The difference between these studies lies in their objects and approaches. Previous studies have mostly used global media, while this study emphasizes the integration of local culture through Canva. In addition, this study not only improves reading skills but also fosters a sense of pride in the students' regional culture.<sup>8</sup>

Under the heading "the influence of Canva Application as media to students Reading Comprehension at eight grades of SMP Negeri 2 Rumbia," the researcher attempts to analyze the events that took place at SMP N 2 Rumbia based on the pertinent research table above. The object, subject, and place of the research are where the research work differs from others. Furthermore, according to the search for researchers

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<sup>8</sup>Nirwanto Maruf Like Trisnawati Hardina, Slamet Asari, 'Designing Local Culture-Based Canva Narratives To Enhance Reading Skills For Junior High School Students', *JEELS (Journal of English Education and Linguistics Studies)*, 11.2 (2024), 927–57.

at SMP Negeri 2 Rumbia, no study has previously examined the impact of using the Canva program as a teaching tool on Eighth-Grade students' Reading Comprehension.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept Reading Comprehension

##### 1. Definition Reading Comprehension

Reading comprehension is a complex process of understanding the meaning of written symbols. This process is not just memorizing words, but connecting the text with the reader's knowledge, experience, and context.<sup>1</sup>Reading comprehension is the ability to understand, interpret, and capture the meaning of written text in accordance with the author's intent.<sup>2</sup>In the context of education, reading comprehension play a very important role because they form the basis for students' academic success. Students with high reading comprehension skills will be able to understand various types of texts, draw conclusions, identify important information, and apply the knowledge they have acquired. Conversely, students with low comprehension will experience difficulties in learning because they fail to understand the content of the reading material in depth.

Reading comprehension is the process of understanding the meaning of written text by extracting and constructing meaning through interaction and engagement with written language. This skill involves not only reading words, but also understanding the content, meaning,

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<sup>1</sup>Edison Boanerges Peñafiel Arcos, 'Reading: An Overview Prior to Reading Comprehension', *Sathiri*, 4, 2018, 317 <<https://doi.org/10.32645/13906925.256>>.

<sup>2</sup>Ratna Sari Dewi, Uswatun Hasanah, and Apri Wahyudi, 'Reading Interest And Reading Comprehension', *Talent Development & Excellence*, 12.1 (2020), 241–50 <<http://www.iratde.com>>.

and main ideas of the text.<sup>3</sup>The ability to understand reading is influenced by various factors, such as focus, background experience, language proficiency, critical thinking skills, and reading objectives. Reading comprehension is the process of building understanding of written text by extracting and constructing meaning simultaneously through interaction between the reader, the text, and reading activities, all of which take place within a specific social and cultural context.<sup>4</sup>

In other words, reading comprehension is not just recognizing words, but involves complex cognitive abilities to interpret, connect, and evaluate information so that readers can understand the content, intent, and overall meaning of the text being read.

## 2. Aspects of Reading Comprehension

A number of interconnected skills must be mastered in order to succeed in reading comprehension. These elements are crucial markers for determining how well children comprehend the reading material at the literal, inferential, critical, and creative levels.<sup>5</sup>The scoring rubric is based on five indicators: identifying the main idea, finding detailed information, understanding the meaning vocabulary in context, making inferences, and determine word references, as follows:

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<sup>3</sup>Fitri Nurdianingsih, 'Teachers' Strategies in Teaching Reading', *PROJECT (Professional Journal of English Education)*, 4.2 (2021), 285–89.

<sup>4</sup>Reese Butterfuss, Jasmine Kim, and Panayiota Kendeou, 'Overview of Models and Theories of Reading', *Oxford Research Encyclopedia, Education*, February, 2020, 1–24 <<https://doi.org/10.1093/acrefore/9780190264093.013.865>>.

<sup>5</sup>Muhammad Bagus Abiyyu, Abdul Muth'im, and Mohammad Yamin, 'Difficult Aspects of Reading Comprehension Faced by Non-English Department of Vocational Students', *Acitya: Journal of Teaching and Education*, 6.2 (2024), 168–81 <<https://doi.org/10.30650/ajte.v6i2.3948>>.

**Table 2.1**  
**Reading Comprehension Assessment Rubric**

Score	Category	Description
86-100	Excellent	Students understand the content of the text thoroughly and accurately in all indicators.
71-85	Good	Students understand most of the content of the text with few errors.
56-70	Fair	Students understand the main idea but have difficulty with inference and reference.
<55	Poor	Limited understanding, much of the information is inaccurate.

### 3. Types of Reading Comprehension

In reading skills, there are several types of reading that have different focuses and purposes. Each type of reading provides different experiences and strategies for learners in understanding texts. Types of reading are divided into four main categories, namely *perceptive reading*, *selective reading*, *interactive reading*, and *extensive reading*.<sup>6</sup>

#### a. Perceptive Reading

Perceptive reading is a type of reading that focuses on small language units, such as letters, words, punctuation marks, and graphic symbols. This activity emphasizes bottom-up processing because its goal is to recognize the basic forms of language.

#### b. Selective Reading

Selective reading is used to measure vocabulary, grammar, and discourse recognition in short texts. Common task types include matching, true/false, multiple choice, cloze tests, short paragraphs, and tables or graphs. This type of reading can use a combination of bottom-up and top-down approaches.

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<sup>6</sup>H. Douglas Brown, 'Language Assessment: Principles and Classroom Practices' (White Plains, NY: Pearson Education, Inc, 2004), p. 322.

#### c. Interactive Reading

Interactive reading involves longer texts, ranging from several paragraphs to one or more pages. Readers must interact with the text using prior knowledge (schemata) to understand its meaning. Examples of texts include short stories, memos, instructions, recipes, or questionnaires. The dominant processing mode is top-down, although bottom-up processing is sometimes required.

#### d. Extensive Reading

Extensive reading is the activity of reading long texts such as articles, essays, reports, stories, and books, which is generally done outside of class. The focus is on understanding the overall meaning of the text, rather than small details. The processing used emphasizes top-down processing.

### 4. Strategy of Reading

Reading comprehension depends not only on linguistic ability, but also on the strategies used by the reader. Reading strategies are divided into six main types: *cognitive, metacognitive, memory-related, compensatory, affective, and social strategies*.<sup>7</sup>

a. *Cognitive Strategies*: Cognitive Strategies are reading strategies that involve direct activities on the text, such as analyzing, taking notes, summarizing, reorganizing, and synthesizing information.

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<sup>7</sup>Muhammad Andi Ruscandi, 'Reading Strategies in Enhancing Students' Reading Comprehension: Are They Still Relevant?', *IJET (Indonesian Journal of English Teaching)*, 12.1 (2023), 57–72 <<https://doi.org/10.15642/ijet2.2023.12.1.57-72>>.

These strategies help students adjust the text to their existing knowledge so that it is easier to build understanding.

- b. *Metacognitive Strategies*: Metacognitive strategies emphasize the ability to manage the overall learning process. These strategies include planning before reading, monitoring comprehension while reading, and evaluating results after reading. With these strategies, students can become more aware of their weaknesses and strengths, and organize more effective ways of learning.
- c. *Memory-Related Strategies*: Memory-related strategies serve to remember important information through memorization and association. These strategies are often used in the early stages of language learning to remember vocabulary and structures. Although they play a minor role in overall text comprehension, these strategies remain important, especially for beginners.
- d. *Compensatory Strategies*: Compensatory strategies help students guess the meaning of unfamiliar words or text passages using contextual clues, both linguistic and non-linguistic. These strategies are useful for students with limited vocabulary, as they can still understand the content of the reading even if there are unfamiliar words.
- e. *Affective Strategies*: Affective strategies relate to managing students' emotions and motivation while reading. These strategies include recognizing moods, reducing anxiety, providing self-motivation, and

maintaining a positive attitude. With these strategies, students can be more motivated and enthusiastic in understanding texts.

- f. *Social Strategies*: Social Strategies emphasize cooperation with others in the reading process. Students can ask for clarification, request assistance, or discuss with friends or native speakers. This strategy not only improves reading comprehension, but also students' social and cultural skills.

## 5. Model of Reading Comprehension

In the process of understanding reading, there are two main types of processing that are often used by readers. These two processes complement each other in forming text comprehension, namely bottom-up processing and top-down processing.

### a. Bottom-up

Bottom-up processing is a comprehension process that begins with word recognition, then forms phrases, ideas, and finally larger meanings. This process emphasizes language structure, so that the resulting comprehension is usually limited to the literal meaning of the text.

### b. Top-down processing

Top-down processing is a comprehension process that uses prior knowledge, context, and general understanding of the topic to interpret information in a text. This process helps readers grasp the main ideas, infer the meaning of unfamiliar words, and understand

the deeper meaning of the text.<sup>8</sup>These two types of processing work interactively. Bottom-up provides the basis in the form of words and phrases, while top-down provides direction and meaning based on experience and reading knowledge.

## **B. Concept Canva Application**

### **1. Definition Canva Application**

Canva is an online graphic design tool that offers a range of tools and templates to make visual design quick, simple, and appealing.<sup>9</sup>Engaging visual media can increase students' attention, motivation, and understanding of the material. By utilizing Canva, teachers can present English reading texts in a more varied, colorful, and contextual form so that students not only read texts in long paragraphs but are also assisted by illustrations and visual elements that support their understanding of the reading content. Thus, the use of Canva in reading lessons is expected to create an interactive learning environment and increase student engagement.

Canva is used in education as an interactive learning tool that can boost teacher creativity, inspire students, and make the learning process more visual and communicative. It is also easily accessible through computers and smartphones, making it a useful tool to support learning in the twenty-first century. Through Canva, teachers can develop

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<sup>8</sup>John R Kirby, 'Reading Comprehension: Its Nature and Development', *Encyclopedia of Language and Literacy Development*, August, 2007, 0–8.

<sup>9</sup>Siti Musannadah and Siti Nur Jannah, 'The Application of Canva as Interactive Media in 21st Century Learning', *SHEs: Conference Series*, 5.6 (2022), 72–80 <<https://jurnal.uns.ac.id/shes>>.

various forms of media such as posters, infographics, or interactive presentations that combine text with visual elements. This attractive presentation of material is expected to attract attention, motivate students to learn, and create a fun learning atmosphere. Thus, Canva is not only a design tool, but also a creative learning tool that supports the achievement of educational goals, especially in reading skills.

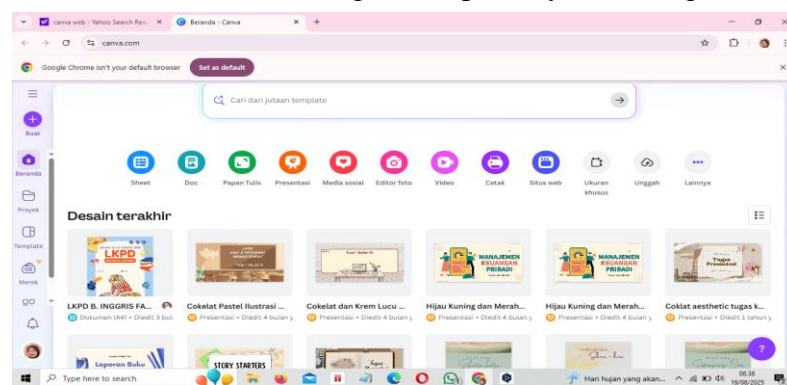


Figure 2.1 Canva Application Features

## 2. Features of Canva Application

Canva is an online graphic design tool with a number of features that help users create visually appealing and interactive graphics.<sup>10</sup>The main features offered by Canva include:

### a. Design Template



Figure 2.2 Canva Design Template Features

Canva provides thousands of ready-made templates for various needs such as posters, presentations, infographics, and social media.

<sup>10</sup>A. Sobandi and others, 'Pemanfaatan Fitur Aplikasi Canva Dalam Perancangan Media Pembelajaran Berbasis Pendekatan Microlearning', *Jurnal Pendidikan Manajemen Perkantoran*, 8.1 (2023), 98–109 <<https://doi.org/10.17509/jpm.v8i1.51920>>.

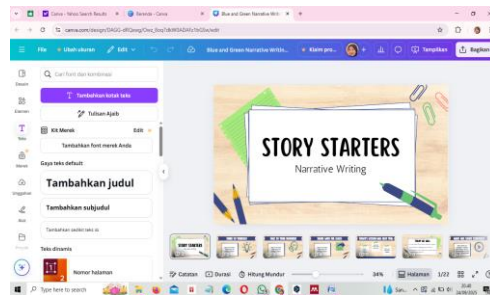
## b. Visual Elements



There is a collection of images, icons, illustrations, graphics, and shapes that can be used to enrich the design.

Figure2.3Canva Visual Element Features

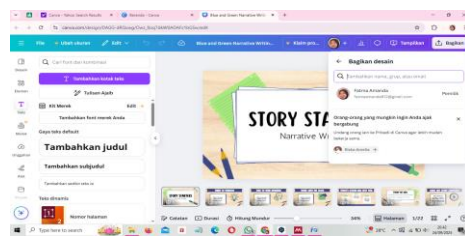
## c. Typography Text



Offers a wide selection of fonts, colors, and text effects to make the design more attractive.

Figure2.4Text Feature on Canva

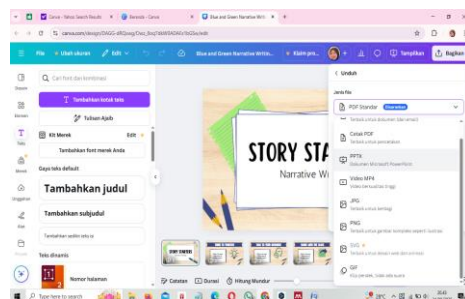
## d. Collaboration Features



Use can work together online, various designs, and edit together in real time.

Figure2.5 Collaboration Features

## e. Export and Share



Designs can be downloaded in various formats (PNG, JPG, PDF, MP4, GIF) or shared directly to social media.

Figure2.6 Export and Share Features

### f. Drag And Drop Interface

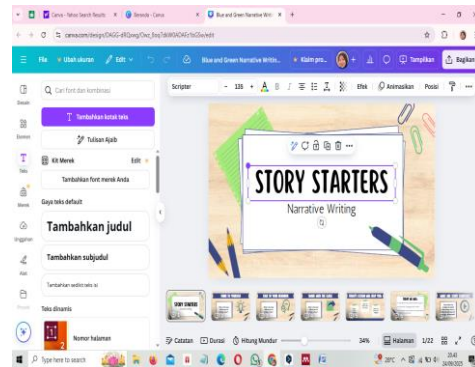


Figure 2.7 Drag & Drop Features

Illustration of how canva makes it easy to organize designs through drag and drop features, so even users without a design background can create intuitively.

### 3. Advantages and Disadvantages

Canva is a popular graphic design tool in education because it offers a number of benefits that facilitate learning for both students and teachers.<sup>11</sup> But besides its advantages, Canva also has several disadvantages such as:

#### ❖ Advantages of canva application:

##### a. User-Friendly Interface

Canva has a very simple and easy to use interface that makes it accessible for both teachers and students, even for those without prior design experience. The platform provides clear icons, drag and drop features, and ready-made templates that help users create visually appealing materials quickly. Teachers can also easily design learning media such as posters, infographics, and presentation

<sup>11</sup>Astuti Hidayati and others, 'Use of Canva in Primary School Education: A Qualitative Study of The Use, Advantages and Disadvantages of Canva', *ICEETE Conference Series*, 2.1 (2024), 322–26 <<https://doi.org/10.36728/iceete.v2i1.207>>.

without needing advanced graphic design skills. Therefore, Canva supports efficient learning and encourages creativity in classroom.

b. High Accessibility

Can be accessed online through various devices such as computers, tablets, and smartphones. This high accessibility allows both teachers and students to work on their design anytime and anywhere as long as there is an internet connection. This accessibility feature supports collaborative learning because students can share their work and edit projects together in real time. Therefore, Canva not only increases convenience but also promotes flexibility and cooperation in the learning process.

c. Supporting Inclusive Learning

By utilizing contrasting colors, magnifying text, or producing visual resources for students with different learning styles, teachers can modify the design to suit the needs of their pupils.

d. Increase Creativity and Attractiveness

Canva provides various templates, elements, designs, and visual features that help teacher's present materials more interestingly.

e. Facilitate the Creation of Learning Media

Such as presentations, infographics, posters, e-books, and learning videos that support student understanding.

❖ Disadvantages of canva application:

a. Limited Features in the Free Version

Some premium elements such as fonts, images, or templates are only available in the paid version.

b. Internet Dependency

Canva requires a stable internet connection, which can be a problem in areas with limited networks.

c. Design Similarities

Since many users use the same template, the design results are sometimes similar to other people's riches.

4. The Role of Canva Application in Learning

As a digital learning tool that facilitates educational reform, Canva is significant. Teachers and students may easily create interactive materials including presentations, posters, infographics, and captivating learning films with the help of the app. Canva's straightforward yet comprehensive design tools encourage students to learn more actively, foster creativity, and enhance visual literacy. Additionally, Canva helps teachers save time when creating material, offers versatility across several platforms, and enhances collaboration during the learning process. Thus, canva is able to create a learning atmosphere that is more fascinating, dynamic, and relevant to the demands of the digital era.<sup>12</sup>

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<sup>12</sup>Catur Rohmiasih, Catur Rohmiati, and Santi Sartika, 'Pemanfaatan Media Pembelajaran Canva Sebagai Upaya Mewujudkan Transformasi Pendidikan', *Prosiding Seminar Nasional*, 1.1 (2023), 69–73.

## 5. How To Use The Canva Application

Here are the general steps on how to use it:

### a. Create an Account

- 1) Open the Canva app (download from Play Store/App Store) or Canva website on your phone or computer.
- 2) Sign up using your email, Google account, or Facebook.

### b. Choose a Template

- 1) After logging in, you can directly type in the search field, for example: poster, presentation, invitation, infographic, etc.
- 2) Canva provides thousands of free templates to choose from.

### c. Edit Design

- 1) Click on the selected template: automatically enter the editor page.
- 2) You can make changes:
  - Text: change font, color, size, content.
  - Image: upload your own photo or choose from Canva's gallery.
  - Elements: add icons, illustration, shapes, or image.

### d. Adding Features

- 1) Upload: upload a logo or photo from your device.
- 2) Audio/video (for presentation & digital content).
- 3) Animation: create moving text/images.

e. Save & Share

Canva allows users to *Share&Save* their work easily. The *share* features enables teachers and students to collaborate by sending links to their designs, allowing others to view, comment, or edit the project in real time. Users can also share their completed work in various formats such as PDF, JPG, PNG, PowerPoin, or Via Link. Meanwhile, the *save* feature autotomicallystires every design in the uers Canva account through could-based storage. The means all projects, templates, and previous versions are safely kept and can be accessed anytime from any device. These features make Canva highly practical and supporting for collaborative and flexible learning.

f. Additional Features (Canva Pro)

- 1) Remove background aotomatically.
- 2) Access all premium fonts, images, & templates.
- 3) Save brand kit (logo, colors, custom fonts)

6. Reading Procedure in Canva

- a. Preparation Stage: The teacher selected a reading appropriate to the student's level, such as narrative, descriptive, or recount text. Then, the teacher prepared a canva template (poster, infographic, or worksheet) that contained the reading text and several comprehension tasks. Students were asked to open Canva through

their accounts using laptops or smartphones before the reading activity began.

- b. While-Reading Stage: Students read the text provided in the Canva design. The teacher gave instruction for reading activities, such as: *identifying the main idea of each paragraph, finding specific information in the text, determining the meaning of vocabulary based on context, making inferences about the implied meaning, and identifying references of pronouns or phrases*. Students wrote their answers directly on the Canva worksheet or in the answer boxes provided. During this process, the teacher monitored the students progress and provided assistance when necessary.
- c. Post-Reading Stage: After completing the reading tasks, students discussed their answers in small groups or through the comment feature in Canva. The teacher then provide feedback on their work. Students were allowed to revise and decorate their final design before submitting it. The final results were shared through the *Share* feature or downloaded as PDF/JPG files to be assessed using reading scoring rubric.
- d. Evaluation Stage: The teacher evaluated the student's reading comprehension based on the reading scoring rubric that included five indicators. Each student's score was given on a scale of 0-100 according to the established criteria.

- e. Reflection Stage: In this stage, both the teacher and students reflected on the use of Canva in reading activities. Students shared their impressions, difficulties, and perceived benefits of using Canva, while the teacher evaluated the effectiveness of the application on students reading comprehension.

### **C. Correlation Canva Application Between Reading Comprehension**

The correlation between the independent and dependent variables in this study lies in the role of Canva as a learning medium in improving students' reading comprehension. Students' reading comprehension skills include the ability to find main ideas, identify details, understand vocabulary, make inferences, and summarize readings. With the support of Canva, students are more motivated to actively engage in the learning process, thereby improving their understanding of the text. This is in line with learning theories that state that engaging media can increase concentration, facilitate message delivery, and strengthen students' memory. Thus, the more effective the use of Canva in learning, the greater the opportunity for improving students' reading comprehension skills.

### **D. Theoretical Framework and Paradigm**

The framework explains how the variables under study relate to one another. The reading comprehension of Eighth Grade students at SMP Negeri 2 Rumbia is the dependent variable in this study, whilst the use of the Canva application as a learning tool is the independent variable. It is anticipated that students will be more motivated to enhance their reading

comprehension through engaging and interactive Canva content. The researcher created the following chart to aid in comprehension:

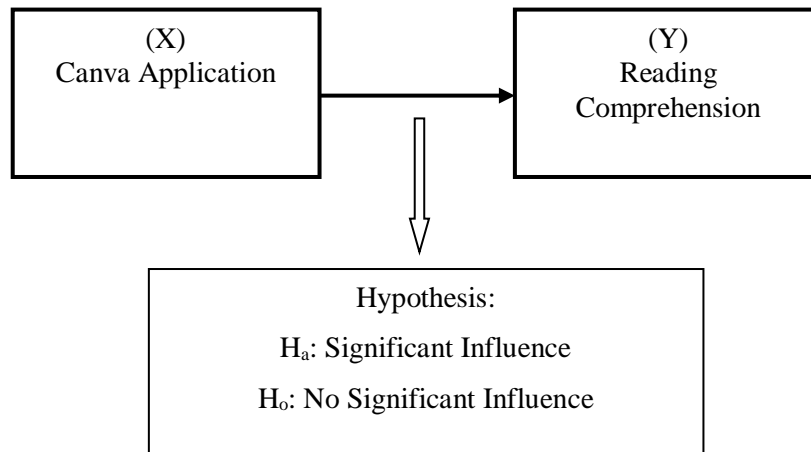


Figure 2.8 Variable Chart

### E. Research Hypothesis

The hypothesis in this research is as follows:

H<sub>a</sub>: There is an influence of canva application on reading comprehension of grade eight students at SMP Negeri 2 Rumbia

H<sub>o</sub>: There is no influence of canva application on reading comprehension of grade eight students at SMP Negeri 2 Rumbia.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

##### 1. Types of Research

The type of research used by the researcher is a quantitative experimental design. Quantitative research is a way to test objective theories by examining the relationships between variables. These variables are then measured with instruments so that numerical data can be analyzed using statistical procedures.<sup>1</sup> Experimental design is a research method that is carried out objectively and in a controlled manner, whereby researchers manipulate independent variables to determine their effect on dependent variables, thereby explaining causal relationships more accurately by minimizing the influence of external factors.<sup>2</sup>

The main feature of this design is the presence of an experimental group, which receives treatment or intervention, while the control group does not receive treatment and serves as a comparison.

**Table 3.1 Experimental Design**

Class	Pre-Test	Treatment	Post-Test
Experimental Class (VIII B)	O <sub>1</sub>	Canva Application	O <sub>2</sub>
Control Class (VIII A)	O <sub>3</sub>		O <sub>4</sub>

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<sup>1</sup>Creswell John and Creswell David, *Research Design, Qualitative, Quantitative and Mixed Methods Approaches*, SAGE Publications, Inc., 2023, SIXTH EDITION <<https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>>.

<sup>2</sup>Daniel Gile, 'Experimental Research', *Researching Translation and Interpreting*, January, 2015, 220–28 <<https://doi.org/10.30574/wjarr.2022.16.3.1152>>.

Description:

E : Experimental Class

C : Control Class

O<sub>1</sub> : Pre-Test Experimental Class

O<sub>2</sub> : Pre-Test Control Class

O<sub>3</sub> : Post-Test Experimental Class

O<sub>4</sub> : Post-Test Control Class

X : Treatment by Using Canva Application

The goal is to determine cause and effect relationships more accurately by minimizing the influence of external factors through strict control in the research process.

## **B. Operational Definition of Variabels**

### **1. Operational Definition of Variables in The Canva Application**

A variable that affects other variables is called an independent variable.<sup>3</sup> The use of the Canva application as a reading instruction tool is the study's independent variable. Teachers can utilize Canva, a digital graphic design tool, to create more engaging, imaginative, and interactive reading resources. For this study, Canva was utilized to generate presentations, infographics, and posters using reading texts, visuals, and key points from the course content, along with indications like as:

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<sup>3</sup>Sangkot Nasution, 'Variabel Penelitian', *Raudhah*, 05.02 (2017), 1-9  
<<http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah/article/view/182>>.

- a. Availability of reading materials designed with canva.
- b. Presentation of reading text in an interesting visual form.
- c. Students' engagement and comprehending the passage presented through canva media.
- d. Students' response to the use of canva in learning.<sup>4</sup>

## 2. Operational Definition of Reading Comprehension

A variable that is affected by independent factors is called a dependent variable.<sup>5</sup> Reading comprehension is the study's dependent variable. The ability of students to comprehend, analyze, and draw conclusions from the content of English reading texts is known as reading comprehension. Along with indications like as:

- a. Ability to find the main idea of the reading.
- b. Ability to identify details or specific information.
- c. Ability to understand the meaning of vocabulary based on context.
- d. Ability to make inferences from the text.
- e. Ability to summarize the content of the reading as a whole.<sup>6</sup>

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<sup>4</sup>Dyah Aris Susanti, Nina Sulonurohmah, and Eva Dewi Purwitasari, 'The Effectiveness of Using Canva Application as A Science Learning Media in Elementary Schools', *BASICA Journal of Arts and Science in Primary Education*, 4.2 (2025), 89–100 <<https://doi.org/10.37680/basicav4i2.6393>>.

<sup>5</sup>Nasution., 2.

<sup>6</sup>Yasemin Kuşdemir, 'Indicators of Reading Comprehension: Example of Narrative Text and Open Ended Question', *International Journal of Progressive Education*, 16.5 (2020), 17–29 <<https://doi.org/10.29329/ijpe.2020.277.2>>.

### C. Population, Sample and Sample Collection Techniques

#### 1. Population

The research population studied by the researcher consisted of all students in the eighth grade at SMP Negeri 2 Rumbia. The eighth-grade population at SMP Negeri 2 Rumbia consisted of 50 students divided into two classes. Below, the researcher presents the research population.

**Table 3.2 Research Population**

No	Class	Male	Women	Number of Learners
1.	VIII A	11	13	24
2.	VIII B	15	11	26
Amount				50

Source: Student attendance list of SMP Negeri 2 Rumbia

#### 2. Sample

A sample is a portion of a population's characteristics that is used as research material. If the target is less than 100, then it is best to select everyone so that the research sample is large enough for the population. However, if the population is large enough, then a portion of the population between 10% and 80% is taken. For sampling itself, *Nonprobability Sampling* is used with the *Saturated Sampling* technique.

Total sampling was employed in this investigation. Since the population was small and the researcher aimed to collect representative

data from all eighth-grade students at SMP Negeri 2 Rumbia, total sampling was selected.<sup>7</sup>

### 3. Sample Collection Technique

Since there were only two eighth-grade courses at SMP Negeri 2 Rumbia, 24 students in class VIII A and 26 students in class VIII B and there were only 50 students overall, this method was employed due to the tiny population size. The research sample consisted of every student in grades VIII A and VIII B, using a saturated sample. Without reducing the number of members, this method was used to ensure that the data collected would be accurately representative and able to characterize the state of the population as a whole.

## D. Data Collection Techniques

### 1. Test

Test is an instrument used to measure students' ability, knowledge, and performance in specific skill. In this research, the test was used to measure students reading comprehension. The test consisted of two parts, namely, *Pre-Test* and *Post-Test*.<sup>8</sup>

#### a. Pre-Test

Pre-Test is a test given before the teaching and learning process begins. Its main purpose to measure students' initial knowledge or ability in the specific skill or subject being taught. In this study, pre-test was conducted to find out the students initial reading

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<sup>7</sup>Sugiyono, 'Metode Penelitian Kuantitatif, Kualitatif Dan R&D' (Alfabeta CV, 2022), p. 85.

<sup>8</sup>Brown, 3.

comprehension level before using the Canva application as a learning medium.

b. Post-Test

Post-Test is a test administered after the the teaching and learning process or treatment has been completed. Its purpose is to measure students' achievement and improvement after receiving the instructional intervention. In this study, the post-test was given after the students has completed the learning process using Canva to assess the influence in their reading comprehension.<sup>9</sup>

2. Documentation

Documentation is a means used to obtain supporting data, such as the number of students, attendance lists, syllabi, and evidence of photographs taken during learning activities when using Canva.<sup>10</sup>

**E. Research Instrument**

Research instruments are tools used by researcher to collect data in order to answer research questions and test hypotheses.<sup>11</sup> In this case, the instrument used in this study was a reading test. Tests were chosen as the research instrument because they are able to provide objective data on the extent to which the use of the Canva application as a learning medium affects students' reading comprehension.

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<sup>9</sup>Dimiter M. Dimitrov and Phillip D. Rumrill, 'Pretest-Posttest Designs and Measurement of Change', *Work*, 20.2 (2003), 159–65 <<https://doi.org/10.3233/wor-2003-00285>>.

<sup>10</sup>*Ibid.*, 928-929.

<sup>11</sup>Aditya Wardhana, 'Instrumen Penelitian Dalam Penelitian Kuantitatif', *Operasionalisasi Variabel, Skala Pengukuran & Instrumen Penelitian Kuantitatif*, 4.1 (2024), 59–75.

Thus, the test results can be used to compare students' abilities before and after the treatment, so that the effectiveness of Canva in improving students' reading comprehension can be determined.

**Table 3.3**  
**Reading Comprehension Instrument Grid**

No.	Aspects Measured	Indicator	Form of Question	Item No
1.	Main Idea	Students are able to determine the main idea of a paragraph or reading text.	Multiple Choice	1, 2, 3, 4
2.	Detail Information	Students are able to find detailed information contained in the reading text.	Multiple Choice	5, 6, 7, 8
3.	Vocabulary	Students are able to interpret the meaning of words or phrases based on the reading context.	Multiple Choice	9, 10, 11, 12
4.	Inference	Students are able to draw conclusion from the information implied in the reading.	Multiple Choice	13, 14, 15, 16
5.	Summarizing	Students is able to summarize the content of the reading.	Multiple Choice	17, 18, 19, 20

When conducting research, it is necessary to develop and test the research instrument requirements in advance. This is to ensure that the instrument meets the criteria of validity and reliability, so that the data obtained is truly valid, consistent, and scientifically accountable.

a. Instrument Validity Test

Validity is a condition in which an instrument, data, or information can be declared valid, correct, and consistent with reality. In research, the term validity refers to a condition in which a measuring instrument is truly capable of measuring the aspects or variables that should be measured for accuracy. The validity testing technique used in this study

was a test (pre-test and post-test).<sup>12</sup>In this study, validity was measured using IBM SPSS Statistics 26. Therefore, this study uses correlation to test the validity of the test using product-moment correlation, with the following formula.<sup>13</sup>

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \cdot \{N\sum Y^2 - (\sum Y)^2\}}}$$

Description:

$r_{xy}$  = Coefficient Between Variables X and Y

N = Number of Samples

X = Item score on the first trial

Y = Total score on the second trial

Distribution/table r for  $\alpha = 0,05$

Decision rule: If  $r_{hitung} > r_{tabel}$  it is valid; otherwise

If  $r_{hitung} < r_{tabel}$  it is invalid.

The following are the validity test calculations in this study using *IBM SPSS Statistics 26* software.

**Table 3.4**  
**Pre-Test Validity Test Results**

Question	$r_{hitung}$	$r_{tabel}$	Sig	Conclusion
1	0,380	0,374	0,041	Valid
2	0,401	0,374	0,034	Valid
3	0,811	0,374	0,000	Valid
4	0,535	0,374	0,003	Valid
5	0,751	0,374	0,000	Valid
6	0,640	0,374	0,000	Valid
7	0,437	0,374	0,020	Valid

<sup>12</sup>Muhammad Fakhri Ramadhan, Rusydi A. Siroj, and Muhammad Win Afgani, 'Validitas and Reliabilitas', *Journal on Education*, 6.2 (2024), 10967–75 <<https://doi.org/10.31004/joe.v6i2.4885>>.

<sup>13</sup>Yusup Febrianawati, 'Uji Validitas Dan Realibilitas Instrumen Penelitian Kuantitatif', *Jurnal Tarbiyah: Jurnal Ilmiah Kependidikan*, 7.1 (2018), 17–23.

8	0,579	0,374	0,001	Valid
9	0,518	0,374	0,005	Valid
10	0,731	0,374	0,000	Valid
11	0,585	0,374	0,001	Valid
12	0,804	0,374	0,000	Valid
13	0,557	0,374	0,002	Valid
14	0,670	0,374	0,000	Valid
15	0,527	0,374	0,004	Valid
16	0,568	0,374	0,002	Valid
17	0,487	0,374	0,009	Valid
18	0,568	0,374	0,002	Valid
19	0,568	0,374	0,002	Valid
20	0,588	0,374	0,001	Valid

Source: SPSS Statistics 26 Output Data

Based on the results of the pre-test validity test of the instrument on 28 respondents with a total of 20 questions. The questions were declared valid if the value  $r_{hitung} > r_{tabel} 0,374$  based on  $N=28$  at a significance level of 5%. The analysis results show that all items have  $r_{hitung} > r_{tabel}$  and significant values (Sig)  $< 0,05$ . Thus, all items are declared valid and suitable for use as research instruments.

**Table 3.5**  
**Post-Test Validity Test Results**

Question	$r_{hitung}$	$r_{tabel}$	Sig	Conclusion
1	0,419	0,374	0,026	Valid
2	0,415	0,374	0,028	Valid
3	0,478	0,374	0,010	Valid
4	0,414	0,374	0,029	Valid
5	0,448	0,374	0,017	Valid
6	0,480	0,374	0,010	Valid
7	0,539	0,374	0,003	Valid
8	0,529	0,374	0,004	Valid
9	0,411	0,374	0,030	Valid
10	0,529	0,374	0,004	Valid
11	0,603	0,374	0,001	Valid
12	0,400	0,374	0,035	Valid
13	0,404	0,374	0,033	Valid
14	0,003	0,374	0,547	Valid
15	0,623	0,374	0,000	Valid
16	0,463	0,374	0,013	Valid
17	0,431	0,374	0,022	Valid
18	0,483	0,374	0,009	Valid

19	0,512	0,374	0,005	Valid
20	0,035	0,374	0,400	Valid

Sumber: Data Output Spss Statistic 26

Based on the results of the post-test instrument validity test on 28 respondents with a total of 20 questions. Questions were declared valid if the value  $r_{hitung} > r_{tabel}$  0,374 based on  $N=28$  at a significance level of 5%. The results of the analysis show that all items have  $r_{hitung} > r_{tabel}$  and a significance value (Sig)  $< 0.05$ . Thus, all questions were declared valid and suitable for use as research instruments.

#### b. Instrument Reliability Test

A valid instrument is not necessarily reliable. Reliability refers to ensuring that tests produce relatively similar scores when administered in different situations. Similar to validity testing, this study also used tests as trials. In this study, reliability was measured using IBM SPSS Statistics 26. The calculation to determine reliability can use the *alpha Cronbach's* formula as follows.

$$r_{11} = \left( \frac{n}{n-1} \right) \cdot \left( 1 - \frac{\sum \sigma_i}{\sigma_{total}} \right)$$

Description:

$r_{11}$  = Reliability instrument

$\sum \sigma_i$  = Variance of each item

$\sigma_{total}$  = Total variance

$n$  = Number of items

The results of the Cronbach's alpha correlation formula calculation ( $r_{11}$ ) are compared with the  $r$  product moment table value with  $dk = n -$

1, and  $\alpha$  of 5% or 0,05, so the decision rule is as follows: If  $r_{11} > r_{\text{tabel}}$  means reliable, whereas if  $r_{11} < r_{\text{tabel}}$  means unreliable.

The reliability of the research instrument was also calculated using IBM SPSS Statistics 26 software. The testing steps were as follows:

- a) Open *IBM SPSS Statistics 26*.
- b) Enter the respondents' answers into the worksheet (data view).
- c) Select the *Analyze* menu, then click *Scale*, then select *Reliability Analysis*.
- d) Move the data to be tested, in the *Model* section select *Split-half*. Then click *Statistics*, in the *Descriptives for* box select *Scale if item deleted*. Then click *Continue*.
- e) Click OK to process the data.
- f) Finally, the reliability test results are obtained in the *SPSS output*, specifically in the *Cronbach's Alpha* column.

**Table 3.6**  
**Interpretation Criteria for Correlation Coefficients ( r )**

<b>Coefficient Interval</b>	<b>Degree of Correlation</b>
0,800 – 1,000	Very Strong
0,600 – 0,799	Strong
0,400 – 0,599	Fairly Strong
0,200 – 0,399	Low
0,000 – 0,199	Very Low

The reliability test in this study was calculated using the *IBM SPSS Statistics 26* application program. The following are the results of the reliability test for variable X (Canva Application) and variable Y (Reading Comprehension).

**Table 3.7**  
**Pre-Test Reliability Test Results**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,893	20

Source: *SPSS Statistics 26* Output Data

Based on the results of the pre-test instrument reliability test using *Cronbach's Alpha*, a coefficient of 0.893 was obtained with a total of 20 items. With a test criterion of *Cronbach's Alpha* > 0.60, the research instrument is declared reliable. This shows that the pre-test instrument has a very strong level of reliability and can be used as a measuring tool in research.

**Table 3.8**  
**Post-Test Reliability Test Results**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,817	20

Source: *SPSS Statistics 26* Output Data

Based on the results of the post-test instrument reliability test using *Cronbach's Alpha*, a coefficient of 0.817 was obtained with a total of 20 items. With a test criterion of *Cronbach's Alpha* > 0.60, the research instrument is declared reliable. This shows that the post-test instrument has a high level of reliability and can be used as a measuring tool in research.

## **F. Data Analysis Techniques**

Data analysis refers to activities carried out after all respondents or data sources have been collected. The data analysis technique used in this study is quantitative data analysis. Quantitative data analysis is the process

of processing and analyzing numerical data through statistical calculations to describe, compare, and test relationships or research hypotheses.<sup>14</sup> The data obtained from previous studies will be tested in the form of hypotheses. The data analysis technique used in this study was the *Mann–Whitney U Test*. This test was used to determine the difference in reading ability between the control class, which did not use the Canva application, and the experimental class, which used the Canva application as a learning media. In this study, the *Mann-Whitney U Test* uses the IBM SPSS Statistics 26 tool. The steps as follows:

- a) Open the *IBM SPSS Statistics 26* application.
- b) Enter the post-test scores for the control class and the experimental class.
- c) Select menu *Analyze, non-Parametrik test, 2 Independent Samples*.
- d) Enter student scores as the *Test Variable* and groups as the *Grouping Variable*.
- e) Specify the group codes (e.g., 1= control, 2= experiment).
- f) Select the *Mann-Whitney U Test*, and then click *OK*.
- g) The results are shown in the *Asymp.Sig.(2-Tailed)* value to determine the acceptance of  $H_a$  or  $H_o$ .

This *Mann-Whitney U Test* with the following hypothesis:

$H_a$ : There is an influence of Canva application as media to students Reading Comprehension at eighth-grade of SMP Negeri 2 Rumbia.

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<sup>14</sup>Sofwatillah and others, 'Teknik Analisis Data Kuantitatif Dan Kualitatif Dalam Penelitian Ilmiah', *Journal Genta Mulia*, 15.2 (2024), 79–91.

H<sub>0</sub>: There is no influence of Canva application as media to students  
Reading Comprehension at eighth-grade of SMP Negeri 2 Rumbia

## CHAPTER IV

### RESULTS OF THE RESEARCH AND DISCUSSION

#### A. Results of Research

##### 1. Description of The Research Location

###### a. School Profile

SMP Negeri 2 Rumbia is a junior high school located in the village of Binakarya Putra. With professional teaching staff and adequate facilities, this school continues to strive to develop students who are intelligent, have good character, and are ready to compete in the modern era.

The following is the identity of SMP Negeri 2 Rumbia:

**Table 4.1**  
**Identity of SMP Negeri 2 Rumbia**

No	School Identity	
1.	School Nae	SMP Negeri 2 Rumbia
2.	No. School Statistics	201120205133
3.	NPSN	10801872
4.	School Status	Country
5.	School Form	SMP
6.	Ownership Status	Local Government
7.	Source of Electricity/Power	PLN/ 2,400 watts
8.	Name of Bank/Branch KCP/Unit	BPD Lampung/ Cabang Bandar Jaya
9.	School Establishment Decree	503.2645/247/d.19/1997
10.	Date of Establishment Decree	1997-02-07
11.	Operational License Decree	UM.01.03/SLTP/CK/007/1997
12.	Date of Operational License	1997-03-31
13.	Accreditation	B
14.	Address	Jl. TuguIjo No. 1 Binakarya Putra, Rumbia Subdistrict, Central Lampung, Lampung
15.	Zip Pos	34157

b. Vision and Mission of SMP Negeri 2 Rumbia

SMP Negeri 2 Rumbia has a vision that will be achieved by students and the entire school community. The vision of SMP Negeri 2 Rumbia is “**IDAMAN**” (*Iman, Disiplin, Akhlak, Mulia, Asri, Nyaman*). The mission of SMP Negeri 2 Rumbia in order to achieve this vision is as follows:

- 1) Forming teams for the National Science Olympiad (OSN), and National Sports Olympiad (O2SN).
- 2) Implementing intracurricular, cocurricular, and extracurricular learning processes effectively, creatively, challenging, and enjoyably.
- 3) Organizing professional development for educators.
- 4) Developing a culture of literacy and numeracy skills.
- 5) Developing school digitization to support global insight.
- 6) Appreciate the values of Pancasila in everyday life.
- 7) Develop a culture of 5S (Smile, Greet, Say Hello, Be Polite, and Be Courteous).
- 8) Develop a culture of 3A (Attendance, Academic, and Attitude).
- 9) Create a healthy, green, clean, safe, and comfortable school environment.
- 10) Creating a religious school environment.
- 11) Developing partnerships with education stakeholders.

c. Data on Students at SMP Negeri 2 Rumbia

The number of students at SMP Negeri 2 Rumbia is as follows:

**Table 4.2**  
**List of Student Numbers for 2025/2026**

No	Class	Male	Female	Total Number of Students
1.	VII A	7	3	10
2.	VII B	10	8	18
3.	VIII A	11	13	24
4.	VIII B	15	11	26
5.	IX A	10	10	20
6.	IX B	10	8	18
Total				116

Source: Documentation of Student Numbers for 2025

d. Facilities and Infrastructure of SMP Negeri 2 Rumbia

Facilities and infrastructure are also needed to support learning activities at school. Below are the facilities and infrastructure owned by SMP Negeri 2 Rumbia.

**Tabel 4.3**  
**Facilities and Infrastructure of SMP Negeri 2 Rumbia**

No	Name of Infrastructure	Total	Description
1.	Classroom	9	Good
2.	Library Room	1	Good
3.	Science Laboratory	1	Good
4.	Principle's Room	1	Good
5.	Teacher's Room	1	Good
6.	Computer Room	1	Good
7.	Place of Worship	2	Good
8.	Health Room (UKS)	1	Good
9.	Teacher's Bathroom/Washroom	2	Good
10.	Student Bathroom/Washroom	8	Good
11.	Warehouse	1	Good
12.	Playground/Sports Center	2	Good

Source: Documentation of Facilities and Infrastructure at  
SMP Negeri 2 Rumbia

## 2. Description of Research Data Results

### a. Description of Learning Activities

This study used a test design (Pre-Test and Post-Test) involving two classes, namely class VIII A as the control class and class VIII B as the experimental class. Before the learning activities began, both classes were given a pre-test to determine the students' initial ability to understand reading texts.

After the Pre-Test, the learning process was carried out according to the treatment of each class. In the control class, learning was conducted using conventional methods without the aid of media. The material was delivered through text or verbal explanations. Students were asked to read the text provided and answer questions.

Meanwhile, in the experimental class, learning was conducted using the Canva application as a learning medium. The researcher introduced the use of Canva and presented the reading material in an attractive visual form, such as reading texts, images, and interactive slides. Students read the text through Canva and then worked on the exercises.

After the entire learning series was completed, both classes were given a post-test to determine the improvement in students' reading comprehension skills. The results of the pre-test and post-test were then analyzed to determine the effect of using the Canva

application on the reading skills of eighth-grade students at SMP Negeri 2 Rumbia

b. Pre-Test Results for the Control Class and Experimental Class

Before implementing learning using the Canva application, the researcher gave a pre-test to students in both the control class and the experimental class. This pre-test aimed to measure the students' initial abilities in reading comprehension. The pre-test results for both classes are presented in the following table

**Table 4.4**  
**Pre-Test Scores for the Control Class and Experimental Class**

No.	Control Class	Score	Description	Experimental Class	Score	Description
1.	Ad	30	Incomplete	Ahm	50	Incomplete
2.	Ah	50	Incomplete	Alh	70	Incomplete
3.	Al	70	Incomplete	Alw	50	Incomplete
4.	Ar	50	Incomplete	Ary	50	Incomplete
5.	Az	70	Incomplete	Bag	35	Incomplete
6.	Ba	25	Incomplete	Ca	80	Complete
7.	De	50	Incomplete	Ch	35	Incomplete
8.	Di	45	Incomplete	Ci	65	Incomplete
9.	Feb	50	Incomplete	Dia	75	Complete
10.	Gu	75	Complete	Fah	75	Complete
11.	He	30	Incomplete	In	75	Complete
12.	Iw	30	Incomplete	Je	80	Complete
13.	Ig	30	Incomplete	Kh	70	Incomplete
14.	Ma	35	Incomplete	Mr	75	Incomplete
15.	Mf	25	Incomplete	Min	80	Complete
16.	Ni	55	Incomplete	Mro	30	Complete
17.	Ny	70	Incomplete	Ni	50	Incomplete
18.	Ok	20	Incomplete	Re	60	Incomplete
19.	Ri	70	Incomplete	Ren	35	Incomplete
20.	Sa	70	Incomplete	Rid	90	Complete
21.	Si	65	Incomplete	Rik	70	Incomplete
22.	Su	65	Incomplete	Riz	70	Incomplete
23.	Va	75	Complete	Sil	70	Incomplete
24.	Za	70	Incomplete	So	60	Incomplete
25.				Su	35	Incomplete
26.				Yo	25	Incomplete
	Total		1225	Total		1560
	Average		51,04	Average		60

Source: Student Answers

Based on the table above, the results of the pre-test of students in the control class show that most students have not

reached the Minimum Mastery Criteria (MMC). The average score obtained in the control class was 51.04, so it can be concluded that the initial ability of students is still relatively low.

In the experimental class, although there were several students who had reached the passing category, most students were still in the failing category. The average pre-test score in the experimental class was 60, indicating that the students' initial abilities were also not yet optimal.

Thus, it can be concluded that the initial abilities of students in the control class and the experimental class were relatively equal before the learning treatment was given. This shows that both classes are suitable as research subjects to observe the effect of the treatment given to the experimental class.

#### c. Post-Test Results for the Control Class and Experimental Class

After learning using the Canva application in the experimental class and conventional methods in the control class, both classes were given a post-test to determine the improvement in their ability to understand reading texts. The post-test results are presented in the following table

**Table 4.5**  
**Post-Test Scores for the Control Class and Experimental Class**

No.	Control Class	Score	Description	Experimental Class	Score	Description
1.	Ad	40	Incomplete	Ahm	95	Complete
2.	Ah	75	Complete	Alh	90	Complete
3.	Al	80	Complete	Alw	80	Complete
4.	Ar	75	Complete	Ary	80	Complete
5.	Az	65	Incomplete	Bag	80	Complete

6.	Ba	75	Complete	Ca	95	Complete
7.	De	70	Incomplete	Ch	90	Complete
8.	Di	20	Incomplete	Ci	80	Complete
9.	Feb	70	Incomplete	Dia	70	Incomplete
10.	Gu	75	Complete	Fah	95	Complete
11.	He	80	Complete	In	95	Complete
12.	Iw	55	Incomplete	Je	90	Complete
13.	Ig	65	Incomplete	Kh	90	Complete
14.	Ma	70	Incomplete	Mr	90	Complete
15.	Mf	70	Incomplete	Min	90	Complete
16.	Ni	85	Complete	Mro	95	Complete
17.	Ny	60	Incomplete	Ni	95	Complete
18.	Ok	75	Complete	Re	95	Complete
19.	Ri	80	Complete	Ren	80	Complete
20.	Sa	85	Complete	Rid	85	Complete
21.	Si	65	Incomplete	Rik	95	Complete
22.	Su	55	Incomplete	Riz	90	Complete
23.	Va	70	Incomplete	Sil	90	Complete
24.	Za	75	Complete	So	75	Complete
25.					75	Su
26.					95	Yo
	Total		1635	Total		2280
	Average		68,13	Average		87,69

Source: Student Answers

Based on the table above, the post-test results of the students show a significant difference between the control class and the experimental class. In the control class, learning was conducted without using Canva, so the improvement in student learning outcomes was still moderate. The average post-test score for the control class was 68.13, and there were still several students who did not meet the Minimum Mastery Criteria (MMC).

Meanwhile, in the experimental class, learning was conducted using Canva media as a learning medium. The post-test results showed that almost all students had achieved the mastery category with high scores. The average score in the experimental class

reached 87.69, which showed a more significant improvement in learning outcomes compared to the control class.

This difference in results shows that the use of Canva media in the learning process can have a positive effect on improving student abilities. Canva media helps students understand the material better through attractive and interactive visual displays so that student learning outcomes are more optimal. Therefore, the Canva application can be used as an effective learning medium to improve students' reading comprehension.

### 3. Hypothesis Test

#### a. Normality Test

Before testing the hypothesis, a prerequisite analysis test was conducted, namely a normality test. The normality test aims to determine whether the pre-test and post-test data in the control class and experimental class are normally distributed. In this study, the normality test was calculated using *Shapiro-Wilk*, because the sample size was less than 50 students. The data is said to be normally distributed if the significance value is  $>0.05$ . In this study, the normality test of the data used the *IBM SPSS Statistics 26* application program. The following are the results of the normality test:

**Table 4.6**  
**Normality Test Results**

Tests of Normality							
	kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statisti c	df	Sig.	Statisti c	df	Sig.
hasil	pretest A (kontrol)	,188	24	,028	,883	24	,009
	posttest A (kontrol)	,218	24	,004	,822	24	,001
	pretest B (eksperimen)	,206	26	,006	,916	26	,037
	posttest B (eksperimen)	,272	26	,000	,839	26	,001

a. Lilliefors Significance Correction

Source: SPSS Statistics 26 Output Data

Based on the table of normality test results using *Shapiro-Wilk*, the significance (Sig) for the Control Class Pre-Test data was 0.009, the Control Class Post-Test data was 0.001, the Experimental Class Pre-Test data was 0.037, and the Experimental Class Post-Test data was 0.001. Data is considered normally distributed if the  $Sig > 0.05$ . However, all  $Sig < 0.05$ , so it can be concluded that the data in the four groups is *not normally* distributed.

b. Homogeneity Test

The next step is to conduct a homogeneity test. The homogeneity test aims to determine whether the pre-test and post-test data in the control class and experimental class have the same variance with a significance level greater than 0.05 ( $\alpha > 0,05$ ). The homogeneity test was conducted using IBM SPSS Statistics 26 software. The following are the results of the homogeneity test:

**Table 4.7**  
**Homogeneity Test Results**

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
nilai	Based on Mean	2,642	1	48	,111
	Based on Median	2,194	1	48	,145
	Based on Median and with adjusted df	2,194	1	34,412	,148
	Based on trimmed mean	1,889	1	48	,176

Source: *SPSS Statistics 26* Output Data

Based on the data homogeneity test table, homogeneity is declared if the  $\text{Sig} > 0.05$ . Based on the test results, a  $\text{Sig } 0.111 > 0.05$  was obtained, so it can be concluded that the data in this study is *homogeneity*.

#### c. Hypothesis Test

The next step is to conduct a hypothesis test. Based on the results of the normality test, the research data is not normally distributed, even though the homogeneity test results show that the data is homogeneous. Therefore, the statistical test used in this study is the *Mann-Whitney U Test* as a *Non-Parametric* test. The hypothesis test aims to determine whether there is an influence of using the Canva application as media to students Reading Comprehension at Eighth-Grade of SMP Negeri 2 Rumbia. The research hypotheses include:

$H_a$ : There is an influence of using Canva on students' reading comprehension.

$H_0$ : There is no influence of using Canva on students' reading comprehension.

In this study, data hypothesis testing was conducted using *IBM SPSS Statistics 26* software. The following are the results of the hypothesis test:

**Table 4.8**  
**Result of Mann-Whitney U Test**

Test Statistics <sup>a</sup>	
	nilai
Mann-Whitney U	48,000
Wilcoxon W	348,000
Z	-5,178
Asymp. Sig. (2-tailed)	,000
a. Grouping Variable: kelas	

Source: *SPSS Statistics 26* Output Data

Based on the hypothesis test results table using the *Mann-Whitney U Test*, an Asymp. Sig. (2-tailed) value of 0,000 was obtained. Because the Sig  $0,000 < 0,05$ ,  $H_a$  is **Accepted** and  $H_0$  is *Rejected*. Therefore, it can be concluded that the use of Canva application as media has a significant influence on students Reading Comprehension at Eighth-Grade of SMP Negeri 2 Rumbia.

## B. Discussion

The results of this study indicate that the use of the Canva application as a learning medium has a significant effect on the reading ability of eighth-grade students at SMP Negeri 2 Rumbia. This is evidenced by the results of the Mann-Whitney U Test, which obtained an Asymp. Sig. (2-tailed) of  $0,000 < 0,05$ , so that  $H_a$  is **Accepted** and  $H_0$  is

*Rejected.* Therefore, the use of the Canva application is more effective than conventional learning methods in improving students' reading comprehension.

The theory of reading comprehension states that reading comprehension is influenced by visual support, context, and active student involvement. Canva provides attractive visual displays, helping students connect information in the text with clearer images and context. This makes it easier for students to understand the content of the reading, especially in determining the main idea, detailed information, vocabulary, inference, and summarizing.<sup>1</sup>

In addition, learning media theory states that visual media can increase students' attention, motivation, and memory. Canva, as a visual-based digital media, makes learning more interesting than conventional methods that only use textbooks.<sup>2</sup>

The results of this study are also similar to previous studies. YuliusAlediusLakbarlawal R.F.J Lekaweal, and Fredi Meyer (2024), entitled “*The Use of Canva as a Medium in Teaching Reading Comprehension to Seventh Grade Students at SMP Negeri Tiakur*” found that Canva improves students' reading skills because of its attractive

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<sup>1</sup>John R Kirby, ‘Reading Comprehension: Its Nature and Development’, *Encyclopedia of Language and Literacy Development*, August, 2007, 0–8

<sup>2</sup>Kiki Andriani, Ardiana, and Firman, ‘Teaching Media in Efl Classrooms: What Are They and Why Select Them’, *Journal of Language Testing and Assessment*, 2.1 (2022), 87–97 <<https://doi.org/10.56983/jlta.v2i1.214>>.

presentation of material.<sup>3</sup>Ryan DwiPuspita, DuhitaSaviraWardani, and Silvia Rabbani (2022), entitled “*Development of Teaching Materials to Improve Reading Comprehension Skills for 5th Grade Students: Canva Application Supported*” also proved that Canva-based teaching materials are effective in improving Reading Comprehension.<sup>4</sup>Like TrisnawatiHardina, Slamet Asri, and Nirwanto (2024), entitled “*Designing Local Culture Based Canva Narratives To Enhance Reading Skills For Junior High School Students*” stated that Canva helps increase student engagement and text comprehension. Although the focus is different, the results still show that Canva helps improve Reading skills.<sup>5</sup>

Therefore, the results of this study are consistent and in line with previous studies which state that Canva is an influence learning media for students' Reading Comprehension.

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<sup>3</sup>YuliusAdeliusLakburlawal, R. F. J. Lekawael, and Fredi Meyer, ‘The Use Of Canva as Media In Teaching Reading Comprehensions at Seventh Grade Students Of SMP Negeri Tiakur’, KoliJournal : English Language Education, 5.1 (2024), 33–46 <<https://doi.org/10.30598/koli.5.1.33-46>>.

<sup>4</sup>Ryan DwiPuspita, DuhitaSaviraWardani, and Sylvia Rabbani, ‘Development of Teaching Materials To Improve Reading Comprehension Skills for 5Th Grade Students: Canva App Supported’, JMIE (Journal of Madrasah Ibtidaiyah Education), 6.2 (2023), 163 <<https://doi.org/10.32934/jmie.v6i2.442>>.

<sup>5</sup>Nirwanto Maruf Like TrisnawatiHardina, SlametAsari, ‘Designing Local Culture-Based Canva Narratives To Enhance Reading Skills For Junior High School Students’, JEELS (Journal of English Education and Linguistics Studies), 11.2 (2024), 927–57.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the research that has been conducted, it can be concluded that the Reading Comprehension of students before being given treatment is still relatively low. After using the Canva application as a learning media, the ability of students in the Experimental Class experienced a significant increase with an average Post-Test score of 87.69, while the Control Class that used conventional methods only achieved an average score of 68.13. The results of the Mann-Whitney U Test showed a Sig  $0.000 < 0.05$ , so  $H_a$  was Accepted and  $H_o$  was Rejected. This proves that the use of the Canva application has a significant influence on students Reading Comprehension at Eighth-Grade of SMP Negeri 2 Rumbia.

#### B. Suggestion

Based on the research results and conclusions presented, the researcher offers the following suggestions:

1. For teachers, it is hoped that they can use the Canva application as an alternative learning media, especially in reading lessons, so that students are more interested and motivated to learn.
2. For students, it is hoped that they will be more active and serious in participating in lessons, especially when using technology-based learning media such as Canva. By utilizing attractive visual media,

students are expected to more easily understand the content of the reading material, improve their concentration, and develop confidence in learning English.

3. For future researchers, it is hoped that this research can be developed to include other English skills, such as Writing, Speaking, and Listening. Additionally, the research can be conducted with a larger sample size, a longer research period, and a variety of different learning methods to maximize and deepen the research results.
4. For Islamic University, the university is expected to discourage the use of technology-based learning media in the teaching and learning process, especially for pre-service teachers and to support the development and research of digital learning media to improve educational quality.

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# **APPENDICES**

## Appendix 1 Pre-Test Trial Question

Name :

Class :

Cats are popular pets loved by many people. They have soft and a unique meowing sound. Cats are known as clean animals because they often lick their bodies to stay clean. In addition, cats are also intelligent and agile animals. They can be trained to recognize their owner's voice and find their own food. Usually, cats sleep about 12-16 hours a day. Although they look spoiled, cats are actually good hunters, especially when they see mice or small insects.

1. What is the main idea of the text?....
  - a. Cats are dangerous animals.
  - b. Cats cannot be trained.
  - c. Cats are clean and intelligent pets.
  - d. Cats sleep all day long.
2. The main purpose of the text is...
  - a. To explain how to take care of cats.
  - b. To describe cats' habits and characteristics.
  - c. To tell a story about a cat.
  - d. To explain how to make cat food.
3. The text belongs to...
  - a. Narrative text.
  - b. Descriptive text.
  - c. Recount text.
  - d. Procedure text.
4. Which sentence best describe the text?....
  - a. Cats are cute, clean, and smart animals.
  - b. Cats like to attack people.
  - c. Cats are wild animals.
  - d. Cats hate to sleep.
5. Why are cats called clean animals?...
  - a. Because they often bathe in water.
  - b. Because their owners wash them.
  - c. Because they lick their own bodies.
  - d. Because they live indoors.
6. How long do cats usually sleep every day?..
  - a. 2-5 hours.
  - b. 12-16 hours.
  - c. 5-7 hours.
  - d. 20 hours.
7. What do cats when they see a mouse?..
  - a. Sleep.
  - b. Chase or hut it.
  - c. Run away.
  - d. Hide.
8. Why can cats recognize their owner's voice?...
  - a. Because they are often called.
  - b. Because cats are intelligent animals.
  - c. Because they have large ears.
  - d. Because they get food from their owner.
9. The word "**lick**" means....
  - a. To clean using the tongue.
  - b. To bite something.
  - c. To play.
  - d. To touch with the foot.
10. The word "**spoiled**" means...
  - a. Diligent
  - b. Loves to be papered and cared for
  - c. Naughty
  - d. Wild
11. The word "**pet**" has the same meaning as...
  - a. Wild animal.
  - b. Dangerous animal.

- c. Animal kept by people
  - d. Animal in the forest.
12. The word “*hunter*” refers to....
- a. An animal that searches and catches prey.
  - b. A plant-eating animal.
  - c. A lazy animal.
  - d. A small animal.
13. From the text, we can infer that cats....
- a. Cannot sleep long.
  - b. Like to keep their bodies clean.
  - c. Are afraid of humans.
  - d. Are not smart.
14. What can be concluded about cats’ character?....
- a. They are clever and active.
  - b. They are lazy and slow.
  - c. They are wild and mean.
  - d. They hate cleanliness.
15. Why are cats loved by many people?....
- a. Because they can talk like humans.
  - b. Because they are cute and easy to care for.
  - c. Because they can work like dogs.
  - d. Because they can cook their own food.
16. From the passage, we guess that if a mouse appears, a cat will...
- a. Keep sleeping.
  - b. Run outside.
  - c. Chase the mouse.
  - d. Hide under the bed.
17. The text mainly tells about....
- a. The characteristics and habits of cats as pets.
  - b. How to make cat food.
  - c. The history of cats.
  - d. How to cure sick cats.
18. The best summary of the text is...
- a. Cats are clean, intelligent, and like to sleep for a long time.
  - b. Cats cannot recognize their owners.
  - c. Cats always live outside.
  - d. Cats are wild and dangerous animals.
19. The best statement that matches the text is....
- a. Cats are good hunters even though they look spoiled.
  - b. Cats are dirty and lazy.
  - c. Cats hate humans.
  - d. Cats are always afraid.
20. The best sentence to summarize the text is....
- a. Cats are wild animals that live in the forest.
  - b. Cats are clean, cute, and smart pets.
  - c. Cats always sleep without eating.
  - d. Cats are animals that cannot be trained.

## Appendix 2 Result Pre-Test Trial

No Respondent	Question																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
2.	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2
3.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
4.	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
5.	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
6.	0	0	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	1	1	1	9
7.	1	1	0	0	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	1	12
8.	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	16
9.	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	18
10.	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	14
11.	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	17
12.	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	16
13.	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	17
14.	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	16
15.	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	17
16.	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	14
17.	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	17
18.	0	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	13
19.	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	17
20.	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	17
21.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
22.	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19
23.	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
24.	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
25.	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	19
26.	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
27.	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	19
28.	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	16



s o a l — 5	Pears on Correl ation	,0 42	,0 78	,6 66	,6 77	1	,6 66	,4 41	,4 13	,6 26	,5 13	,3 77	,6 09	,5 31	,5 13	,2 70	,2 70	,2 70	,2 70	,2 70	,2 70	,7 51
	Sig. (2- tailed)	,8 33	,6 92	,0 00	,0 00		,0 00	,0 19	,0 29	,0 00	,0 05	,0 48	,0 01	,0 04	,0 05	,1 65	,1 65	,1 65	,1 65	,1 65	,1 65	,0 00
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l — 6	Pears on Correl ation	- 26	,0 13	,5 76	,3 86	,6 66	1 82	,3 69	,3 37	,3 38	,4 02	,3 33	,5 40	,4 38	,4 11	,2 11	,2 38	,2 11	,2 11	,2 38	,4 38	,6 40
	Sig. (2- tailed)	,8 96	,9 46	,0 01	,0 42	,0 00		,0 45	,0 54	,0 79	,0 20	,1 19	,0 03	,0 19	,0 20	,2 81	,2 81	,0 20	,2 81	,2 81	,0 20	,0 00
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l — 7	Pears on Correl ation	- 17	,0 09	,3 82	,5 03	,4 41	,3 82	1 56	,5 24	,2 40	,1 40	,0 67	,1 89	,2 92	,4 41	,1 40	,1 40	,1 40	,1 40	,1 40	,1 40	,4 37
	Sig. (2- tailed)	,9 31	,9 64	,0 45	,0 06	,0 19	,0 45		,0 02	,2 52	,4 77	,7 36	,3 37	,1 31	,0 19	,4 77	,4 77	,4 77	,4 77	,4 77	,4 77	,0 20
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l — 8	Pears on Correl ation	- 43	- 32	,3 69	,2 80	,4 13	,3 69	,5 56	1	,2 58	,4 13	,3 33	,4 71	,3 04	,4 13	,4 13	,4 13	,4 13	,4 13	,4 13	,4 13	,5 79
	Sig. (2- tailed)	,4 66	,5 02	,0 54	,1 50	,0 29	,0 54	,0 02		,1 85	,0 29	,0 83	,0 11	,1 15	,0 29	,0 29	,0 29	,0 29	,0 29	,0 29	,0 29	,0 01
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l — 9	Pears on Correl ation	- 89	- 34	,5 19	,2 85	,6 26	,3 37	,2 24	,2 58	1	,2 36	,2 58	,3 35	,3 54	,4 31	,0 42	,2 36	,4 31	,0 42	,2 36	,2 36	,5 18
	Sig. (2- tailed)	,6 53	,8 63	,0 05	,1 42	,0 00	,0 79	,2 52	,1 85		,2 26	,1 85	,0 82	,0 65	,0 22	,8 33	,2 26	,0 22	,8 33	,2 26	,2 26	,0 05

	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l _ 1 0	Pears on Correl ation	,4 31	,4 78	,4 38	,2 78	,5 13	,4 38	,1 40	,4 13	,2 36	1	,5 92	,8 76	,3 24	,2 70	,5 13	,5 13	,2 70	,2 70	,2 70	,2 70	,7 31
	Sig. (2- tailed)	,0 22	,0 10	,0 20	,1 52	,0 05	,0 20	,4 77	,0 29	,2 26		,0 01	,0 00	,0 92	,1 65	,0 05	,0 05	,1 65	,1 65	,1 65	,1 65	,0 00
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l _ 1 1	Pears on Correl ation	,2 58	,3 09	,5 03	,3 09	,3 77	,3 02	,0 67	,3 33	,2 58	,5 92	1	,7 07	,1 83	,1 62	,1 62	,3 77	,1 62	,3 77	,1 62	,1 62	,5 85
	Sig. (2- tailed)	,1 85	,1 10	,0 06	,1 10	,0 48	,1 19	,7 36	,0 83	,1 85	,0 01		,0 00	,3 52	,4 12	,4 12	,0 48	,4 12	,0 48	,4 12	,4 12	,0 01
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l _ 1 2	Pears on Correl ation	,3 35	,3 75	,5 33	,3 75	,6 09	,5 33	,1 89	,4 71	,3 35	,8 76	,7 07	1	,4 20	,3 43	,3 43	,6 09	,3 43	,3 43	,3 43	,3 43	,8 04
	Sig. (2- tailed)	,0 82	,0 50	,0 03	,0 50	,0 01	,0 03	,3 37	,0 11	,0 82	,0 00	,0 00		,0 26	,0 74	,0 74	,0 01	,0 74	,0 74	,0 74	,0 74	,0 00
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l _ 1 3	Pears on Correl ation	,0 24	,0 73	,4 40	,2 42	,5 31	,4 40	,2 92	,3 04	,3 54	,3 24	,1 83	,4 20	1	,3 24	,1 18	,1 18	,3 24	,5 31	,3 24	,1 18	,5 57
	Sig. (2- tailed)	,9 05	,7 14	,0 19	,2 15	,0 04	,0 19	,1 31	,1 15	,0 65	,0 92	,3 52	,0 26		,0 92	,5 50	,5 50	,0 92	,0 04	,0 92	,5 50	,0 02
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l _	Pears on Correl ation	,0 42	,0 78	,6 66	,2 78	,5 13	,4 38	,4 41	,4 13	,4 31	,2 70	,1 62	,3 43	,3 24	1	,5 13	,2 70	,2 70	,2 70	,7 57	,5 13	,6 70
				**		**	*	*	*	*						**				**	**	**



s o a l — 1 9	Pears on Correl ation	,0 42	,0 78	,4 38*	,0 78	,2 70	,2 11	,1 40	,4 13*	,2 36	,2 70	,1 62	,3 43	,3 24	,7 57	,5 13	,2 70	,2 70	,5 13	1	,5 13	,5 68
	Sig. (2- tailed)	,8 33	,6 92	,0 20	,6 92	,1 65	,2 81	,4 77	,0 29	,2 26	,1 65	,4 12	,0 74	,0 92	,0 00	,0 05	,1 65	,1 65	,0 05		,0 05	,0 02
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l — 2 0	Pears on Correl ation	,2 36	,0 78	,4 38*	,0 78	,2 70	,4 38	,1 40	,4 13*	,2 36	,2 70	,1 62	,3 43	,1 18	,5 13	,5 13	,5 13	,5 13	,2 70	,5 13	1	,5 88
	Sig. (2- tailed)	,2 26	,6 92	,0 20	,6 92	,1 65	,0 20	,4 77	,0 29	,2 26	,1 65	,4 12	,0 74	,5 50	,0 05	,0 05	,0 05	,0 05	,1 65	,0 05		,0 01
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
to ta l	Pears on Correl ation	,3 88	,4 01	,8 11	,5 35	,7 51	,6 40	,4 37	,5 79	,5 18	,7 31	,5 85	,8 04	,5 57	,6 70	,5 27	,5 68	,4 87	,5 68	,5 68	,5 88	1
	Sig. (2- tailed)	,0 41	,0 34	,0 00	,0 03	,0 00	,0 00	,0 20	,0 01	,0 05	,0 00	,0 01	,0 00	,0 02	,0 00	,0 04	,0 02	,0 09	,0 02	,0 02	,0 01	
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
**. Correlation is significant at the 0.01 level (2-tailed).																						
*. Correlation is significant at the 0.05 level (2-tailed).																						

## Appendix 4 Pre-Test Reliability

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	28	100,0
	Excluded <sup>a</sup>	0	,0
	Total	28	100,0

a. Listwise deletion based on all variables in the procedure.

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,893	20

## Appendix 5 Post-Test Trial Question

Name :

Class :

A whale is a large mammal that lives in the ocean. Unlike fish, whales breathe air through blowholes on the top of their heads. Some whales are very large, such as the blue whale, which can grow up to 30 meters long. Whales eat different kinds of food, depending on their species. Some eat tiny shrimp-like animals called krill, while others eat fish and squid. Whales travel long distance across the ocean to find food and warm water.

1. What is the main idea of the text?....
  - a. Whales are the biggest animals in the world.
  - b. Whales are animals that live in the ocean.
  - c. Whales breathe air and live with fish.
  - d. Whales eat krill and squid.
2. The text mainly tells us about....
  - a. Types of fish in the ocean.
  - b. How whales live and eat.
  - c. The way whales hunt.
  - d. The danger of whales.
3. What is the main purpose of the text?...
  - a. To describe whales as sea animals.
  - b. To tell a story about a whale.
  - c. To explain why whales migrate.
  - d. To show differences between sea animals.
4. The best title for the text is....
  - a. "Life in the sea".
  - b. "The largest fish".
  - c. "Whales: Mammals of the ocean".
  - d. "Kinds of sea food".
5. Where do whales live?.....
  - a. In rivers.
  - b. In lakes.
  - c. In the ocean.
  - d. On the beach.
6. How do whales breathe?...
  - a. Through their mouths.
  - b. Through blowholes.
  - c. Through their gills.
  - d. Through their fins.
7. What do some whales eat?....
  - a. Only fish.
  - b. Only plants.
  - c. Krill and squid.
  - d. Seaweed.
8. What is the size of a blue whale?...
  - a. 10 meters.
  - b. 20 meters.
  - c. 30 meters.
  - d. 40 meters.
9. The word "*species*" in the text means...
  - a. Kinds.
  - b. Colors.
  - c. Size.
  - d. Names.
10. The word "*breathe*" means.....
  - a. To swim fast.
  - b. To take in air.
  - c. To make a sound.
  - d. To eat food.
11. The word "*tiny*" has a similar meaning to....
  - a. Big
  - b. Small
  - c. Long
  - d. Heavy
12. The word "*travel*" can be replaced with...
  - a. Stay
  - b. Move

- c. Stop
  - d. Jump
13. From the text, we can infer the whales...
- a. Are fish.
  - b. Cannot live without water.
  - c. Have gills.
  - d. Live on land.
14. What can be concluded about the blue whale?...
- a. It is the smallest sea animal.
  - b. It lives on land.
  - c. It is the largest whale.
  - d. It doesn't food.
15. Why do whales move long distance?...
- a. To find food and warm water.
  - b. To find new friends.
  - c. To play in the sea.
  - d. To sleep safely.
16. From the passage, we can guess that whales....
- a. Cannot breathe under water.
  - b. Eat plants.
  - c. Live in rivers.
  - d. Don't need oxygen.
17. The text tells us about....
- a. The life of whales in the ocean.
  - b. Kinds of sea plants.
  - c. The danger of ocean pollution.
  - d. How fish find food.
18. What is the suitable summary of the text?...
- a. Whales are large mammals living in the ocean; they breathe air; eat krill or fish, and migrate for food.
  - b. Whales are small fish that live in rivers.
  - c. Whales live on land and eat grass.
  - d. Whales are sea animals that hunt humans.
19. Which statement best describe the text?...
- a. Whales are reptiles in the sea.
  - b. Whales use gills to breathe.
  - c. Whales are ocean mammals with different diets.
  - d. Whales are dangerous sea animals.
20. The best summary sentence is....
- a. Whales can live both in water and land.
  - b. Whales are mammals that live in the ocean and eat krill or fish.
  - c. Whales are birds that migrate.
  - d. Whales can fly like dolphins.

### Appendix 6 Result Post-Test Trial

No Respondent	Question																				Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	8
2.	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
3.	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	1	1	1	6
4.	1	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	8
5.	0	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
6.	1	1	1	1	0	1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	14
7.	0	0	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	12
8.	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	1	0	1	6
9.	1	1	1	1	0	0	0	1	0	0	0	1	0	0	1	0	1	1	1	1	11
10.	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
11.	0	0	0	0	1	0	1	1	0	1	0	0	1	1	0	1	1	1	0	0	9
12.	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19
13.	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	14
14.	0	0	0	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	13
15.	0	0	0	1	1	0	1	0	1	1	0	1	0	0	0	1	1	1	1	1	11
16.	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	19
17.	0	0	0	0	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	13
18.	1	0	1	1	0	0	0	1	1	0	0	1	1	1	1	0	0	0	1	1	11
19.	0	0	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	14
20.	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	16
21.	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	17
22.	1	0	0	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	1	9
23.	0	1	1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	15
24.	0	0	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	13
25.	1	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	14
26.	0	0	1	1	0	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	13
27.	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	0	0	13
28.	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	17



s o a l — 5	Pears on Correl ation	,0 62	,0 91	,2 89	- 1 25	,3 38	,3 72	,2 28	,0 22	,5 77	,3 12	,0 67	,0 00	,0 68	,1 94	,1 94	,2 40	,3 00	- 0 59	- 0 67	,4 48	
	Sig. (2- tailed)	,7 54	,6 44	,1 36	,5 26	,0 79	,0 51	,2 43	,9 11	,0 01	,1 05	,7 36	1, 00	,7 29	,3 23	,3 23	,2 18	,1 21	,7 66	,3 97	,0 17	
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l — 6	Pears on Correl ation	,2 78	,3 01	,3 66	- 0 42	,3 38	1 16	,0 47	,3 73	,0 19	,2 53	,2 79	,1 27	,3 47	,1 42	- 0 11	,2 23	,2 79	- 0 90	,0 42	,4 80	
	Sig. (2- tailed)	,1 53	,1 20	,0 56	,8 31	,0 79	,9 37	,0 71	,7 13	,2 62	,1 93	,1 51	,5 21	,0 71	,4 72	,9 56	,2 54	,1 51	,6 50	,8 31	,0 10	
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l — 7	Pears on Correl ation	,0 05	,2 72	,0 72	,0 62	,3 72	,0 16	1 62	,3 81	,1 01	,5 51	,3 41	,1 24	,1 04	,2 53	,3 52	,2 98	,3 72	,2 34	,1 41	,5 39	
	Sig. (2- tailed)	,9 79	,1 62	,7 17	,7 54	,0 51	,9 37	,0 58	,3 57	,0 07	,0 67	,4 76	,5 29	,2 98	,7 87	,0 66	,1 24	,0 51	,2 31	,4 76	,0 03	
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l — 8	Pears on Correl ation	,2 72	,0 50	,3 16	,0 91	,2 28	,3 47	,3 62	1 0	- 0 73	,1 58	,2 51	,2 92	,3 65	,4 75	,3 54	,0 24	,1 32	,2 92	- 0 32	,0 37	,5 29
	Sig. (2- tailed)	,1 62	,8 01	,1 01	,6 44	,2 43	,0 71	,0 58	,7 14	,4 22	,1 98	,1 31	,0 56	,0 11	,0 65	,9 05	,5 05	,1 31	,8 70	,8 54	,0 04	
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l — 9	Pears on Correl ation	,1 26	,0 73	,0 76	,4 42	,0 22	,0 73	,1 81	- 0 73	1 0	,2 29	,1 32	,2 38	,0 44	,0 97	,3 53	,3 53	- 0 06	- 0 09	,2 81	,2 38	,4 11
	Sig. (2- tailed)	,5 23	,7 14	,6 99	,0 19	,9 11	,7 13	,3 57	,7 14	,2 40	,5 02	,2 22	,8 23	,6 24	,0 65	,0 65	,5 91	,9 64	,1 48	,2 22	,0 30	



14	Sig. (2-tailed)	,022	,0801	,422	,198	,729	,071	,298	,011	,624	,422	,198	,854	,000		,337	,337	,505	,854	,323	,854	,003
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
15	Pearson Correlation	,246	,141	,298	,258	,194	,142	,053	,354	,353	,298	,409	,465	,258	,189	1	,378	,083	,224	,335	,224	,623
	Sig. (2-tailed)	,208	,473	,123	,185	,323	,472	,787	,065	,065	,123	,031	,013	,085	,137		,047	,676	,252	,082	,252	,000
16	Pearson Correlation	-,203	-,024	-,049	,108	,194	-,011	,352	,024	,353	,298	,559	-,017	,186	,189	,378	1	,372	,465	,335	,224	,463
	Sig. (2-tailed)	,301	,905	,449	,586	,323	,956	,066	,905	,065	,123	,002	,931	,663	,337	,047		,051	,013	,082	,252	,013
17	Pearson Correlation	-,120	-,175	-,000	,040	,240	,223	,298	,132	-,106	,277	,320	-,096	,160	,132	,083	,372	1	,801	,283	,352	,431
	Sig. (2-tailed)	,920	,372	1,000	,840	,218	,254	,124	,505	,591	,153	,097	,627	,416	,505	,676	,051		,000	,144	,066	,022
18	Pearson Correlation	-,141	-,137	-,115	,167	,300	,279	,372	,292	-,009	,346	,400	,253	,067	,037	,224	,465	,801	1	,189	,253	,483
	Sig. (2-tailed)	,476	,854	,558	,397	,121	,151	,051	,131	,964	,071	,035	,193	,736	,854	,252	,013	,000		,337	,193	,009
19	Pearson Correlation	-,141	-,137	-,115	,167	,300	,279	,372	,292	-,009	,346	,400	,253	,067	,037	,224	,465	,801	1	,189	,253	,483
	Sig. (2-tailed)	,476	,854	,558	,397	,121	,151	,051	,131	,964	,071	,035	,193	,736	,854	,252	,013	,000		,337	,193	,009
20	Pearson Correlation	-,141	-,137	-,115	,167	,300	,279	,372	,292	-,009	,346	,400	,253	,067	,037	,224	,465	,801	1	,189	,253	,483
	Sig. (2-tailed)	,476	,854	,558	,397	,121	,151	,051	,131	,964	,071	,035	,193	,736	,854	,252	,013	,000		,337	,193	,009
21	Pearson Correlation	-,141	-,137	-,115	,167	,300	,279	,372	,292	-,009	,346	,400	,253	,067	,037	,224	,465	,801	1	,189	,253	,483
	Sig. (2-tailed)	,476	,854	,558	,397	,121	,151	,051	,131	,964	,071	,035	,193	,736	,854	,252	,013	,000		,337	,193	,009
22	Pearson Correlation	-,141	-,137	-,115	,167	,300	,279	,372	,292	-,009	,346	,400	,253	,067	,037	,224	,465	,801	1	,189	,253	,483
	Sig. (2-tailed)	,476	,854	,558	,397	,121	,151	,051	,131	,964	,071	,035	,193	,736	,854	,252	,013	,000		,337	,193	,009
23	Pearson Correlation	-,141	-,137	-,115	,167	,300	,279	,372	,292	-,009	,346	,400	,253	,067	,037	,224	,465	,801	1	,189	,253	,483
	Sig. (2-tailed)	,476	,854	,558	,397	,121	,151	,051	,131	,964	,071	,035	,193	,736	,854	,252	,013	,000		,337	,193	,009
24	Pearson Correlation	-,141	-,137	-,115	,167	,300	,279	,372	,292	-,009	,346	,400	,253	,067	,037	,224	,465	,801	1	,189	,253	,483
	Sig. (2-tailed)	,476	,854	,558	,397	,121	,151	,051	,131	,964	,071	,035	,193	,736	,854	,252	,013	,000		,337	,193	,009
25	Pearson Correlation	-,141	-,137	-,115	,167	,300	,279	,372	,292	-,009	,346	,400	,253	,067	,037	,224	,465	,801	1	,189	,253	,483
	Sig. (2-tailed)	,476	,854	,558	,397	,121	,151	,051	,131	,964	,071	,035	,193	,736	,854	,252	,013	,000		,337	,193	,009
26	Pearson Correlation	-,141	-,137	-,115	,167	,300	,279	,372	,292	-,009	,346	,400	,253	,067	,037	,224	,465	,801	1	,189	,253	,483
	Sig. (2-tailed)	,476	,854	,558	,397	,121	,151	,051	,131	,964	,071	,035	,193	,736	,854	,252	,013	,000		,337	,193	,009
27	Pearson Correlation	-,141	-,137	-,115	,167	,300	,279	,372	,292	-,009	,346	,400	,253	,067	,037	,224	,465	,801	1	,189	,253	,483
	Sig. (2-tailed)	,476	,854	,558	,397	,121	,151	,051	,131	,964	,071	,035	,193	,736	,854	,252	,013	,000		,337	,193	,009
28	Pearson Correlation	-,141	-,137	-,115	,167	,300	,279	,372	,292	-,009	,346	,400	,253	,067	,037	,224	,465	,801	1	,189	,253	,483
	Sig. (2-tailed)	,476	,854	,558	,397	,121	,151	,051	,131	,964	,071	,035	,193	,736	,854	,252	,013	,000		,337	,193	,009
29	Pearson Correlation	-,141	-,137	-,115	,167	,300	,279	,372	,292	-,009	,346	,400	,253	,067	,037	,224	,465	,801	1	,189	,253	,483
	Sig. (2-tailed)	,476	,854	,558	,397	,121	,151	,051	,131	,964	,071	,035	,193	,736	,854	,252	,013	,000		,337	,193	,009
30	Pearson Correlation	-,141	-,137	-,115	,167	,300	,279	,372	,292	-,009	,346	,400	,253	,067	,037	,224	,465	,801	1	,189	,253	,483
	Sig. (2-tailed)	,476	,854	,558	,397	,121	,151	,051	,131	,964	,071	,035	,193	,736	,854	,252	,013	,000		,337	,193	,009

s o a l	Pears on Correl ation	,1 75	,2 58	,2 04	,2 65	- 59	- 90	,2 34	- 32	,2 81	,0 00	,4 71	,1 89	,2 36	,1 94	,3 35	,3 35	,2 83	,1 89	1	,8 49	,5 12
	Sig. (2- tailed)	,3 72	,1 85	,2 97	,1 73	,7 66	,6 50	,2 31	,8 70	,1 48	1, 00	,0 11	,3 37	,2 27	,3 23	,0 82	,0 82	,1 44	,3 37		,0 00	,0 05
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
s o a l	Pears on Correl ation	,0 91	,2 19	,1 15	,1 67	- 67	,0 42	,1 41	,0 37	,2 38	- 15	,4 00	,2 53	,0 67	,0 37	,2 24	,2 24	,3 52	,2 53	,8 49	1	,4 00
	Sig. (2- tailed)	,6 45	,2 63	,5 58	,3 97	,3 97	,8 31	,4 76	,8 54	,2 22	,5 58	,0 35	,1 93	,7 36	,8 54	,2 52	,2 52	,0 66	,1 93	,0 00		,0 35
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
to ta l	Pears on Correl ation	,4 19	,4 15	,4 78	,4 14	,4 48	,4 80	,5 39	,5 29	,4 11	,5 29	,6 03	,4 00	,4 04	,5 47	,6 23	,4 63	,4 31	,4 83	,5 12	,4 00	1
	Sig. (2- tailed)	,0 26	,0 28	,0 10	,0 29	,0 17	,0 10	,0 03	,0 04	,0 30	,0 04	,0 01	,0 35	,0 33	,0 03	,0 00	,0 13	,0 22	,0 09	,0 05	,0 35	
	N	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
**. Correlation is significant at the 0.01 level (2-tailed).																						
*. Correlation is significant at the 0.05 level (2-tailed).																						

## Appendix 8 Post-Test Realibility

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	28	100,0
	Excluded <sup>a</sup>	0	,0
	Total	28	100,0
a. Listwise deletion based on all variables in the procedure.			

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
,817	20

## Appendix 9 R Table

Distribution of  $t_{table}$  Values at 5% and 1% Significance

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

## Appendix 10 Pre-Test Score Control Class and Experimental Class

No.	Control Class	Score	Description	Experimental Class	Score	Description
1.	Adi	30	Incomplete	Ahmad Sop	50	Incomplete
2.	Ahmad syah	50	Incomplete	Alhidayah	70	Incomplete
3.	Alinka	70	Incomplete	Alwyno	50	Incomplete
4.	Aril	50	Incomplete	Arya	50	Incomplete
5.	Azzahra	70	Incomplete	Bagas	35	Incomplete
6.	Bima	25	Incomplete	Cayla	80	Complete
7.	Dewik	50	Incomplete	Chyka	35	Incomplete
8.	Dika	45	Incomplete	Citra	65	Incomplete
9.	Febby	50	Incomplete	Dian	75	Complete
10.	Gusti Agung	75	Complete	Fahri	75	Complete
11.	Hendra	30	Incomplete	Indah	75	Complete
12.	I. W. Depante	30	Incomplete	Jelita	80	Complete
13.	Ig. Marfin	30	Incomplete	Khasibah	70	Incomplete
14.	M. Altriswan	35	Incomplete	M. Rifan	75	Incomplete
15.	M. Fahrizal	25	Incomplete	M. Amin	80	Complete
16.	Ni W. Callista	55	Incomplete	M. Rofi	30	Complete
17.	Ny. Artika	70	Incomplete	Niko	50	Incomplete
18.	Oktavia	20	Incomplete	Rena	60	Incomplete
19.	Riska	70	Incomplete	Rendi	35	Incomplete
20.	Santika	70	Incomplete	Ridho	90	Complete
21.	Siti	65	Incomplete	Rikardo	70	Incomplete
22.	Suhud	65	Incomplete	Rizki	70	Incomplete
23.	Vanessa	75	Complete	Silvina	70	Incomplete
24.	Zahera	70	Incomplete	Sofia	60	Incomplete
25.				Sumaryanto	35	Incomplete
26.				Yoga	25	Incomplete
	Total		1225	Total		1560
	Average		51,04	Average		60

## Appendix 11 Post-Test Score Control Class and Experimental Class

No.	Control Class	Score	Description	Experimental Class	Score	Description
1.	Adi	40	Incomplete	Ahmad Sop	95	Complete
2.	Ahmad syah	75	Complete	Alhidayah	90	Complete
3.	Alinka	80	Complete	Alwyno	80	Complete
4.	Aril	75	Complete	Arya	80	Complete
5.	Azzahra	65	Incomplete	Bagas	80	Complete
6.	Bima	75	Complete	Cayla	95	Complete
7.	Dewik	70	Incomplete	Chyka	90	Complete
8.	Dika	20	Incomplete	Citra	80	Complete
9.	Febby	70	Incomplete	Dian	70	Incomplete
10.	Gusti Agung	75	Complete	Fahri	95	Complete
11.	Hendra	80	Complete	Indah	95	Complete
12.	I. W. Depante	55	Incomplete	Jelita	90	Complete
13.	Ig. Marfin	65	Incomplete	Khasibah	90	Complete
14.	M. Altrisan	70	Incomplete	M. Rifan	90	Complete
15.	M. Fahrizal	70	Incomplete	M. Amin	90	Complete
16.	Ni W. Callista	85	Complete	M. Rofi	95	Complete
17.	Ny. Artika	60	Incomplete	Niko	95	Complete
18.	Oktavia	75	Complete	Rena	95	Complete
19.	Riska	80	Complete	Rendi	80	Complete
20.	Santika	85	Complete	Ridho	85	Complete
21.	Siti	65	Incomplete	Rikardo	95	Complete
22.	Suhud	55	Incomplete	Rizki	90	Complete
23.	Vanessa	70	Incomplete	Silvina	90	Complete
24.	Zahera	75	Complete	Sofia	75	Complete
25.				Sumaryanto	75	Complete
26.				Yoga	95	Complete
	Total		1635	Total		2280
	Average		68,13	Average		87,69

Appendix 12 Results of Prerequisite Test (Normality and Homogeneity Tests) for Variables X and Y

Tests of Normality							
	kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil	pretest A (kontrol)	,188	24	,028	,883	24	,009
	posttest A (kontrol)	,218	24	,004	,822	24	,001
	pretest B (eksperimen)	,206	26	,006	,916	26	,037
	posttest B (eksperimen)	,272	26	,000	,839	26	,001
a. Lilliefors Significance Correction							

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
nilai	Based on Mean	2,642	1	48	,111
	Based on Median	2,194	1	48	,145
	Based on Median and with adjusted df	2,194	1	34,412	,148
	Based on trimmed mean	1,889	1	48	,176

Appendix 13 Results of Data Analysis Using The *Mann-Whitney U Test***Mann-Whitney Test**

Ranks				
	kelas	N	Mean Rank	Sum of Ranks
nilai	posttest kontrol	24	14,50	348,00
	posttest eksperimen	26	35,65	927,00
	Total	50		

Test Statistics <sup>a</sup>	
	nilai
Mann-Whitney U	48,000
Wilcoxon W	348,000
Z	-5,178
Asymp. Sig. (2-tailed)	,000
a. Grouping Variable: kelas	

## Appendix 14 Outline

<b>OUTLINE</b>
<b>THE INFLUENCE OF CANVA APPLICATION AS MEDIA TO</b>
<b>STUDENTS READING COMPREHENSION AT EIGHT GRADE OF</b>
<b>SMP NEGERI 2 RUMBIA</b>
<b>COVER</b>
<b>COVER PAGE</b>
<b>APPROVAL PAGE</b>
<b>NOTA DINAS</b>
<b>NOTIFICATION LETTER</b>
<b>RETIFICATION PAGE</b>
<b>ABSTRACT</b>
<b>STATEMENT OF RESEARCH ORIGINALITY</b>
<b>MOTTO</b>
<b>DEDICATION</b>
<b>ACKNOWLEDGMENT</b>
<b>TABLE OF CONTENT</b>
<b>LIST OF TABLE</b>
<b>LIST OF FIGURE</b>
<b>LIST OF APPENDICES</b>
<b>CHAPTER I INTRODUCTION</b>
A. Background of Study

- B. Problem Identification
- C. Problem Limitation
- D. Problem Formulation
- E. Objectives and Benefits of Research
- F. Prior Research

## **CHAPTER II THEORITICAL REVIEW**

- A. Concept Reading Comprehension
  - 1. Definition Reading Comprehension
  - 2. Aspect of Reading Comprehension
  - 3. Types of Reading Comprehension
  - 4. Strategy of Reading
  - 5. Models of Reading Comprehension
- B. Concept Canva Application
  - 1. Definition Canva Application
  - 2. Features of Canva Application
  - 3. Advantages and Disadvantages
  - 4. The Role of Canva Application In Learning
  - 5. How To Use The Canva Application
  - 6. Reading Procedure In Canva Application
- C. Correlation Canva Application Between Reading comprehension
- D. Theoretical Framework and Paradigm
- E. Research Hypothesis

### **CHAPTER III RESEARCH METHOD**

- A. Research Design
- B. Operational Definition of Variables
- C. Population, Sample, and Sample Collection Techniques
- D. Data Collection Techniques
- E. Research Instrument
- F. Data Analysis Technique

### **CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION**

- A. Results of Research
  - 1. Description of The Research Location
    - a. School Profile
    - b. Vision and Mission of SMP Negeri 2 Rumbia
    - c. Educational Structure of SMP Negeri 2 Rumbia
    - d. Data On Students at SMP Negeri 2 Rumbia
    - e. Facilities and Infrastructure of SMP Negeri 2 Rumbia
  - 2. Description of Research Data Results
    - a. Description of Learning Activities
    - b. Pre-Test Results for the Control Class and Experimental Class
    - c. Post-Test Results for the Control Class and The Experimental Class
  - 3. Hypothesis Test
- B. Discussion

### **CHAPTER V CONCLUSION AND SUGGESTION**

- A. Conclusion

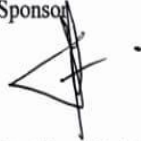
B. Suggestion

**REFERENCE**

**APPENDICES**

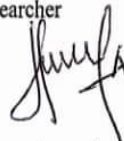
**CURRICULUM VITAE**

Approve,  
Sponsor



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

Metro, October 2025  
Researcher



**Fatma Amanda**  
NPM. 2201051010

## Appendix 15 Data Collection Instruments

### DATA COLLECTION INSTRUMENTS

#### THE INFLUENCE OF CANVA APPLICATION AS MEDIA TO STUDENTS READING COMPREHENSION AT EIGHT GRDE OF SMP NEGERI 2 RUMBIA

The instrument used in this research is a Reading Comprehension test designed to measure students ability in understanding English text. This test aims to obtain accurate data related to students Reading Comprehension before and after the implementation of **Canva Application** as media for the Eight Grade of SMP Negeri 2 Rumbia.

#### A. Reading Comprehension Instrument Gird

The Reading Comprehension test consists of **20 Multiple Choice Questions** that cover five indicators of Reading Skills.

No.	Aspects Measured	Indicator	Form of Question	Item No
1.	Main Idea	Students are able to determine the main idea of a paragraph or reading text.	Multiple Choice	1, 2, 3, 4
2.	Detail Information	Students are able to find detailed information contained in the reading text.	Multiple Choice	5, 6, 7, 8
3.	Vocabulary	Students are able to interpret the meaning of words or phrases based on the reading context.	Multiple Choice	9, 10, 11, 12
4.	Inference	Students are able to draw conclusion from the information implied in the reading.	Multiple Choice	13, 14, 15, 16
5.	Summarizing	Students is able to summarize the content of the reading.	Multiple Choice	17, 18, 19, 20

#### B. Instructions

1. Read the text carefully before answering the questions.
2. Choose the best answer (A,B,C, or D) for each question.
3. Write your answer clearly on the answer sheet provided.
4. Each correct answer is worth **5 points**.
5. There is **no deduction** for incorrect answers.
6. You are not allowed to use a dictionary or communicate with others during the test.
7. Check your answer before submitting your paper.

**C. Pre-Test Sheet**

A whale is a large mammal that lives in the ocean. Unlike fish, whales breathe air through blowholes on the top of their heads. Some whales are very large, such as the blue whale, which can grow up to 30 meters long. Whales eat different kinds of food, depending on their species. Some eat tiny shrimp-like animals called krill, while others eat fish and squid. Whales travel long distance across the ocean to find food and warm water.

1. What is the main idea of the text?....
  - a. Whales are the biggest animals in the world.
  - b. Whales are animals that lives in the ocean.
  - c. Whales breathe air and live with fish.
  - d. Whales eat krill and squid.
2. The text mainly tells us about....
  - a. Types of fish in the ocean.
  - b. How whales live and eat.
  - c. The way whales hunt.
  - d. The danger of whales.
3. What is the main purpose of the text?...
  - a. To describe whales as sea animals.
  - b. To tell a story about a whale.
  - c. To explain why whales migrate.
  - d. To show differences between sea animals.
4. The best title for the text is....
  - a. "Life in the sea".
  - b. "The largest fish".
  - c. "Whales: Mammals of the ocean".
  - d. "Kinds of sea food".
5. Where do whales live?.....
  - a. In rivers.
  - b. In lakes.
  - c. In the ocean.
  - d. On the beach.
6. How do whales breathe?...
  - a. Through their mouths.
  - b. Through blowholes.
  - c. Through their gills.
  - d. Through their fins.
7. What do some whales eat?....
  - a. Only fish.
  - b. Only plants.

- c. Krill and squid.
  - d. Seaweed.
8. What is the size of a blue whale?...
- a. 10 meters.
  - b. 20 meters.
  - c. 30 meters.
  - d. 40 meters.
9. The word "*species*" in the text means...
- a. Kinds.
  - b. Colors.
  - c. Size.
  - d. Names.
10. The word "*breathe*" means.....
- a. To swim fast.
  - b. To take in air.
  - c. To make a sound.
  - d. To eat food.
11. The word "*tiny*" has a similar meaning to....
- a. Big
  - b. Small
  - c. Long
  - d. Heavy
12. The word "*travel*" can be replaced with...
- a. Stay
  - b. Move
  - c. Stop
  - d. Jump
13. From the text, we can infer the whales...
- a. Are fish.
  - b. Cannot live without water.
  - c. Have gills.
  - d. Live on land.
14. What can be concluded about the blue whale?...
- a. It is the smallest sea animal.
  - b. It lives on land.
  - c. It is the largest whale.
  - d. It doesn't food.
15. Why do whales move long distance?...
- a. To find food and warm water.
  - b. To find new friends.

- c. To play in the sea.
  - d. To sleep safely.
16. From the passage, we can guess that whales....
    - a. Cannot breathe under water.
    - b. Eat plants.
    - c. Live in rivers.
    - d. Don't need oxygen.
  17. The text tells us about....
    - a. The life of whales in the ocean.
    - b. Kinds of sea plants.
    - c. The danger of ocean pollution.
    - d. How fish find food.
  18. What is the suitable summary of the text?...
    - a. Whales are large mammals living in the ocean; they breathe air; eat krill or fish, and migrate for food.
    - b. Whales are small fish that live in rivers.
    - c. Whales live on land and eat grass.
    - d. Whales are sea animals that hunt humans.
  19. Which statement best describe the text?...
    - a. Whales are reptiles in the sea.
    - b. Whales use gills to breathe.
    - c. Whales are ocean mammals with different diets.
    - d. Whales are dangerous sea animals.
  20. The best summary sentence is....
    - a. Whales can live both in water and land.
    - b. Whales are mammals that live in the ocean and eat krill or fish.
    - c. Whales are birds that migrate.
    - d. Whales can fly like dolphins.

#### D. Post-Test Sheet

Cats are popular pets loved by many people. They have soft and a unique meowing sound. Cats are known as clean animals because they often lick their bodies to stay clean. In addition, cats are also intelligent and agile animals. They can be trained to recognize their owner's voice and find their own food. Usually, cats sleep about 12-16 hours a day. Although they look spoiled, cats are actually good hunters, especially when they see mice or small insects.

1. What is the main idea of the text?...
  - a. Cats are dangerous animals.

- b. Cats cannot be trained.
  - c. Cats are clean and intelligent pets.
  - d. Cats sleep all day long.
2. The main purpose of the text is...
- a. To explain how to take care of cats.
  - b. To describe cats' habits and characteristics.
  - c. To tell a story about a cat.
  - d. To explain how to make cat food.
3. The text belongs to...
- a. Narrative text.
  - b. Descriptive text.
  - c. Recount text.
  - d. Procedure text.
4. Which sentence best describe the text?....
- a. Cats are cute, clean, and smart animals.
  - b. Cats like to attack people.
  - c. Cats are wild animals.
  - d. Cats hate to sleep.
5. Why are cats called clean animals?...
- a. Because they often bathe in water.
  - b. Because their owners wash them.
  - c. Because they lick their own bodies.
  - d. Because they live indoors.
6. How long do cats usually sleep every day?..
- a. 2-5 hours.
  - b. 12-16 hours.
  - c. 5-7 hours.
  - d. 20 hours.
7. What do cats when they see a mouse?..
- a. Sleep.
  - b. Chase or hut it.
  - c. Run away.
  - d. Hide.
8. Why can cats recognize their owner's voice?...
- a. Because they are often called.
  - b. Because cats are intelligent animals.
  - c. Because they have large ears.
  - d. Because they get food from their owner.

9. The word "*lick*" means...
  - a. To clean using the tongue.
  - b. To bite something.
  - c. To play.
  - d. To touch with the foot.
10. The word "*spoiled*" means...
  - a. Diligent
  - b. Loves to be papered and cared for
  - c. Naughty
  - d. Wild
11. The word "*pet*" has the same meaning as...
  - a. Wild animal.
  - b. Dangerous animal.
  - c. Animal kept by people
  - d. Animal in the forest.
12. The word "*hunter*" refers to...
  - a. An animal that searches and catches prey.
  - b. A plant-eating animal.
  - c. A lazy animal.
  - d. A small animal.
13. From the text, we can infer that cats...
  - a. Cannot sleep long.
  - b. Like to keep their bodies clean.
  - c. Are afraid of humans.
  - d. Are not smart.
14. What can be concluded about cats' character?....
  - a. They are clever and active.
  - b. They are lazy and slow.
  - c. They are wild and mean.
  - d. They hate cleanliness.
15. Why are cats loved by many people?....
  - a. Because they can talk like humans.
  - b. Because they are cute and easy to care for.
  - c. Because they can work like dogs.
  - d. Because they can cook their own food.
16. From the passage, we guess that if a mouse appears, a cat will...
  - a. Keep sleeping.
  - b. Run outside.
  - c. Chase the mouse.
  - d. Hide under the bed.

17. The text mainly tells about...
  - a. The characteristics and habits of cats as pets.
  - b. How to make cat food.
  - c. The history of cats.
  - d. How to cure sick cats.
18. The best summary of the text is...
  - a. Cats are clean, intelligent, and like to sleep for a long time.
  - b. Cats cannot recognize their owners.
  - c. Cats always live outside.
  - d. Cats are wild and dangerous animals.
19. The best statement that matches the text is....
  - a. Cats are good hunters even though they look spoiled.
  - b. Cats are dirty and lazy.
  - c. Cats hate humans.
  - d. Cats are always afraid.
20. The best sentence to summarize the text is....
  - a. Cats are wild animals that live in the forest.
  - b. Cats are clean, cute, and smart pets.
  - c. Cats always sleep without eating.
  - d. Cats are animals that cannot be trained.

Approve,  
Sponsor



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

Metro, 17 November 2025

Researcher



**Fatma Amanda**  
NPM. 2201051010

## Appendix 16 Preliminary Survey Permission Letter



**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-3022/In.28/J/TL.01/07/2025  
 Lampiran : -  
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
 KEPALA SMP NEGERI 2 RUMBIA  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA SMP NEGERI 2 RUMBIA berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **FATMA AMANDA**  
 NPM : 2201051010  
 Semester : 7 (Tujuh)  
 Jurusan : Tadris Bahasa Inggris  
 Judul : THE INFLUENCE OF CANVA APPLICATION AS MEDIA TO  
 IMPROVE STUDENTS READING COMPREHENSION AT  
 EIGHT GRADE OF SMP NEGERI 2 RUMBIA

untuk melakukan prasurvey di SMP NEGERI 2 RUMBIA, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA SMP NEGERI 2 RUMBIA untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 28 Juli 2025  
 Ketua Jurusan,



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

## Appendix 17 Reply to Preliminary Survey Permission Letter



PEMERINTAH KABUPATEN LAMPUNG TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 2 RUMBIA**  
NSS : 201120205133 NPSN : 10801872  
Alamat : Jl. Tugu Ijo No. 01, Binakarya Putra, Kec. Rumbia, Lampung Tengah. KP : 34157



---

<p>Nomor : 420/ 048/C.23/D.a.VI.01/2025 Lampiran : - Perihal : Izin Prasurvey</p>	<p>Kepada Yth. Ka. Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan UIN JUSILA di <u>tempat</u></p>	
---	--	--

*Assalamu 'alaikum wr.wb.*

Berdasarkan surat dari Fakultas Tarbiyah dan Ilmu Keguruan UIN JUSILA, untuk permohonan izin prasurvey di SMP Negeri 2 Rumbia dalam rangka penyelesaian tugas akhir / Skripsi, atas nama :

Nama : FATMA AMANDA  
NPM : 2201051010  
Semester : 7 ( tujuh )  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF CANVA APPLICATION AS MEDIA TO IMPROVE STUDENTS READING COMPREHENSION AT EIGHT GRADE OF SMP NEGERI 2 RUMBIA

maka dengan ini Kepala SMP Negeri 2 Rumbia memberikan izin kepada Mahasiswa tersebut diatas untuk melakukan prasurvey di SMP Negeri 2 Rumbia.

Demikian surat balasan ini kami buat untuk dipergunakan sebagaimana mestinya.

*Wassalamu 'alaikum wr.wb.*

Rumbia, 27 Agustus 2025  
Kepala SMP Negeri 2 Rumbia

  
  
**SAMBIYA, S.Pd.**  
 NIP. 196809172021211001

## Appendix 18 Thesis Supervisor Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112  
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-1250/ln.28.1/J/TL.00/11/2025  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Much Deiniatur (Pembimbing)  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **FATMA AMANDA**  
NPM : 2201051010  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF CANVA APPLICATION AS MEDIA TO STUDENTS  
READING COMPREHENSION AT EIGHT GRADE OF SMP NEGERI 2  
RUMBIA

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :  
Dosen Pembimbing bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV
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 terimakasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 17 November 2025  
Ketua Jurusan,

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

## Appendix 19 Research Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI JEMBRANA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112  
 Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-1367/In.28/D.1/TL.00/11/2025  
 Lampiran :-  
 Perihal : IZIN RESEARCH

Kepada Yth.,  
 Kepala SMP Negeri 2 Rumbia  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1366/In.28/D.1/TL.01/11/2025, tanggal 20 November 2025 atas nama saudara:

Nama : FATMA AMANDA  
 NPM : 2201051010  
 Semester : 7 (Tujuh)  
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada Kepala SMP Negeri 2 Rumbia bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP Negeri 2 Rumbia, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF CANVA APPLICATION AS MEDIA TO STUDENTS READING COMPREHENSION AT EIGHT GRADE OF SMP NEGERI 2 RUMBIA".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 20 November 2025  
 Wakil Dekan Akademik dan  
 Kelembagaan,



**Dr. Tubagus Ali Rachman Puja**  
 Kesuma M.Pd  
 NIP 19880823 201503 1 007

## Appendix 20 Reply to Research Permission Letter



PEMERINTAH KABUPATEN LAMPUNG TENGAH

DINAS PENDIDIKAN DAN KEBUDAYAAN

**SMP NEGERI 2 RUMBIA**

NSS : 201120205133 NPSN : 10801872

Alamat : JLTugu Jjo No. 01, Binakarya Putra, Kec. Rumbia, Lampung Tengah. KP : 34157



Nomor : 420/067/C.23/D.a.VI.01/2025  
 Lampiran : -  
 Perihal : Izin Survey

Kepada Yth.  
 Kaprodi Tadris Bahasa Inggris  
 Fakultas Tarbiyah dan  
 Ilmu Keguruan UIN JUSILA  
 di  
tempat

*Assalamu'alaikum wr.wb.*

Berdasarkan surat dari Fakultas Tarbiyah dan Ilmu Keguruan UIN JUSILA, untuk permohonan izin Survey di SMP Negeri 2 Rumbia dalam rangka penyelesaian tugas akhir / Skripsi, atas nama :

Nama : FATMA AMANDA  
 NPM : 2201051010  
 Semester : 7(tujuh)  
 Jurusan : Tadris Bahasa Inggris  
 Judul : THE INFLUENCE OF CANVA APPLICATION AS MEDIA TO STUDENTS READING COMPREHENSION AT EIGHT GRADE OF SMP NEGERI 2 RUMBIA

maka dengan ini Kepala SMP Negeri 2 Rumbia memberikan izin kepada Mahasiswa tersebut diatas untuk melakukan survey di SMP Negeri 2 Rumbia dari tanggal 24 November 2025 sampai dengan 04 Desember 2025.

Demikian surat balasan ini kami buat untuk dipergunakan sebagaimana mestinya.

*Wassalamu'alaikum wr.wb.*

Rumbia, 26 November 2025

Kepala SMP Negeri 2 Rumbia



**SAMBIYA,S.Pd**

NIP.196809172021211001

## Appendix 21 Assignment Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112  
Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

**SURAT TUGAS**

Nomor: B-1366/In.28/D.1/TL.01/11/2025

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

Nama : FATMA AMANDA  
NPM : 2201051010  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP Negeri 2 Rumbia, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF CANVA APPLICATION AS MEDIA TO STUDENTS READING COMPREHENSION AT EIGHT GRADE OF SMP NEGERI 2 RUMBIA".
  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 : 20 November 2025



Wakil Dekan Akademik dan  
Kelembagaan,



Dr. Tubagus Ali Rachman Puja Kesuma  
M.Pd  
NIP 19880823 201503 1 007

## Appendix 22 Library Clearance Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG  
UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

Jalan Kl. Hajar Dewantara No. 118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112  
Telepon (0725) 47297, 42775; Faksimili (0725) 47296;  
Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id); e-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-897/Un.36/S/U.1/OT.01/12/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jember Siwo Lampung menerangkan bahwa :

Nama : FATMA AMANDA  
NPM : 2201051010  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Universitas Islam Negeri Jember Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 2201051010.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jember Siwo Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Desember 2025  
Kepala Perpustakaan  
  
Aan Gultoni, S.I.Pust.  
NIP. 19820428 201903 1 009

## Appendix 23 Thesis Supervision Log Book



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI (UIN) JURAI SIWO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajier Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507, Fax (0725) 47296, E-mail : [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id), Website : [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**UIN JURAI SIWO LAMPUNG**

Nama Mahasiswa : Fatma Amanda

Program Studi : TBI

NPM : 2201051010

Semester / TA : VII/2025

NO	Hari/ Tanggal	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 16 Sep 2025.	Revise references. Revise Problem in reading class. Revise definition conwa. Revise student score book.	
2	Selasa, 23 Sep 2025	Revise Problem identification Revise Prior Research. Revise reading Acquisition. Revise testing rubric.	



Mengetahui  
Ketua Program Studi TBI

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

Dosen Pembimbing,

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI (UIN) JURAI SIWO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507, Fax (0725) 47296, E-mail : tarbiyah.iain@metrouniv.ac.id, Website : www.tarbiyah.metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**UIN JURAI SIWO LAMPUNG**

Nama Mahasiswa : Fatma Amanda

Program Studi : TBI

NPM : 2201051010

Semester / TA : VII/2025

NO	Hari/ Tanggal	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
3.	Rabu 1 Oct 2025	Revisi Problem Formulation Revisi Objective of Research	
4.	Senin, 6 08 Oct 2025	Check the grammatical errors	
5.	Kamis, 9 08 Oct 2025	Use English Version for Reference	
6.	Selasa, 14 Oct 2025	Acc for Proposal Seminar Prepare PPT Prepare Note Diklas	



Mengetahui,  
Ketua Program Studi TBI

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

Dosen Pembimbing,

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI (UIN) JURAI SIWO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507, Fax (0725) 47296, E-mail : [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id), Website : [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**UIN JURAI SIWO LAMPUNG**

Nama Mahasiswa : Fatma Amanda

Program Studi : TBI

NPM : 2201051010

Semester / TA : VII/2025

NO	Hari/ Tanggal	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
7	12/11/2025	Acc Outline Acc APD / Instrument	
8	Senin, 12 Januari 26	check Revisi Check Discussion Revisi the Discussion	
9	Selasa, 13 Januari 26	Discussion is ok.	



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

Dosen Pembimbing,

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI (UIN) JURAI SIWO LAMPUNG  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax (0725) 47296, E-mail : [tarbiyah.uin@metrouniv.ac.id](mailto:tarbiyah.uin@metrouniv.ac.id), Website : [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UIN JURAI SIWO LAMPUNG**

Nama Mahasiswa : Fatma Amanda  
NPM : 2201051010

Program Studi : TBI  
Semester / TA : VIII/2025

NO	Hari/ Tanggal	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
10	Rabu, 14 Januari 26	Check Abstract & References	
11	Setara, 20 Januari 26	Complete the Appendices	
12	Kamis, 22 Jan 26	Acc for Munas	

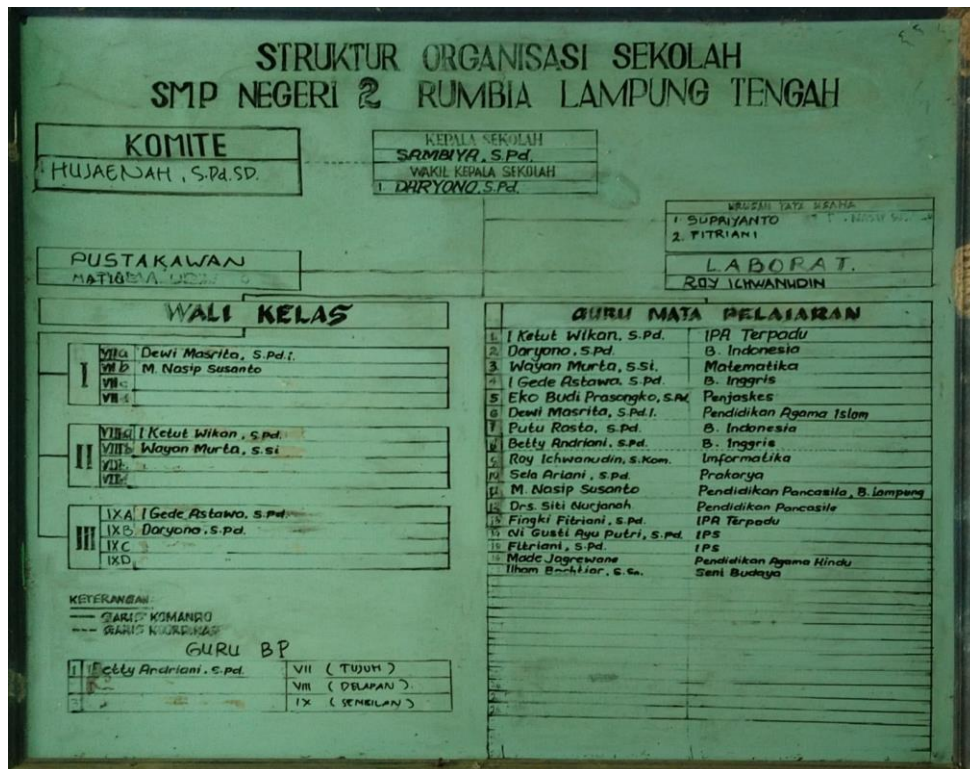
Mengetahui  
Ketua Program Studi TBI  
  
**Dr. Much Deiniatur, M.Pd.B.I**  
NIP.198803082015031006

Dosen Pembimbing,

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

Appendix 24 Research Activity Documentation





## Appendix 25 Turnitin Report for Thesis

new an undergraduate thesis  
fiksssss.docx  
by Turnitin ID No Repository



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**Submission date:** 30-Jan-2026 07:58PM (UTC+0900)  
**Submission ID:** 2848621521  
**File name:** new\_an\_undergraduate\_thesis\_fiksssss.docx (17.76M)  
**Word count:** 19928  
**Character count:** 98627

## new an undergraduate thesis fiksssss.docx

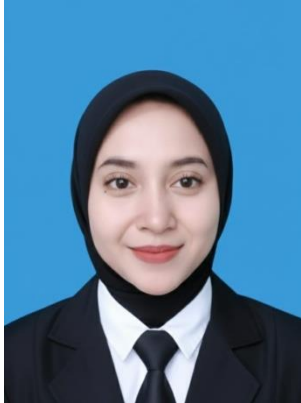
## ORIGINALITY REPORT

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## PRIMARY SOURCES

<b>1</b>	<b>repository.metrouniv.ac.id</b> Internet Source	<b>8%</b>
<b>2</b>	Lilit Biati, Risnawati Risnawati. "The Effect of Sharia Marketing Strategy and Member Value toward Member Satisfaction at Ksu BMT Al-Muhajirin Toili Banggai Central Sulawesi", AL-FALAH : Journal of Islamic Economics, 2021 Publication	<b>1%</b>
<b>3</b>	<b>digilibadmin.unismuh.ac.id</b> Internet Source	<b>1%</b>
<b>4</b>	<b>Submitted to UIN Raden Intan Lampung</b> Student Paper	<b>1%</b>
<b>5</b>	<b>etheses.uin-malang.ac.id</b> Internet Source	<b>&lt;1%</b>
<b>6</b>	<b>eprints.walisongo.ac.id</b> Internet Source	<b>&lt;1%</b>
<b>7</b>	<b>Submitted to Universitas Darussalam Gontor</b> Student Paper	<b>&lt;1%</b>
<b>8</b>	<b>etd.uinsyahada.ac.id</b> Internet Source	<b>&lt;1%</b>
<b>9</b>	<b>Submitted to University of Northampton</b> Student Paper	<b>&lt;1%</b>
<b>10</b>	<b>ojs3.unpatti.ac.id</b> Internet Source	<b>&lt;1%</b>

## CURRICULUM VITAE



The researcher is Fatma Amanda, who resides in Binakarya Putra, Rumbia, Central Lampung, Lampung. She was born in Binakarya Putra on January 7, 2004. She is the fourth child of four siblings, born to Mr. Sumani and Mrs. Kayah. The researcher began her formal education in 2008 at TK Darussalam Tg. Ijo and graduated in 2010. She then continued her Elementary Education in 2010 at SD Negeri 2 Binakarya Putra and graduated in 2016. After that, she pursued her Junior High School Education in 2016 at SMP Negeri 2 Rumbia and graduated in 2019. Subsequently, she continued her Senior High School Education in 2019 at SMA Negeri 1 Rumbia and graduated in 2022. In 2022, the researcher had the opportunity to continue her education at one of the Universities in Lampung, namely State Islamic University Of Jurai Siwo Lampung. She enrolled in the English Education Study Program at the Faculty of Tarbiyah and Teacher Training. This opportunity is a source of great pride for the researcher as she was able to pursue higher education.