

Enhancing Students' Writing Skill In Recount Text By Using Canva At Eight Grade Level SMP N 24 Medan

Enhancing Students' Writing Skill in Recount Text by Using Canva at Eight Grade Level SMP N 24 Medan

Anggi Maulisa^{a,1}, Yenita Uswar^{b,2}

^{a,b}Universitas Potensi Utama, JL. KL. Yos Sudarso Km. 6,5 No. 3-A, Medan, 20241, Indonesia
anggimaulisa@gmail.com¹, nietha.pasca@gmail.com²

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penggunaan aplikasi Canva dapat meningkatkan keterampilan menulis siswa dalam teks recount di kelas VIII SMPN 24 Medan. Penelitian ini menggunakan desain penelitian tindakan kelas (PTK) dengan model Kemmis dan McTaggart yang terdiri dari dua siklus. Setiap siklus melibatkan tahapan perencanaan, tindakan, observasi, dan refleksi. Data dikumpulkan melalui tes tertulis, wawancara, dan observasi. Hasil penelitian menunjukkan bahwa penggunaan Canva secara signifikan meningkatkan keterampilan menulis siswa, terutama dalam teks recount. Pada Pretest, 15,62% siswa yang berhasil (5 siswa), 84,38% siswa yang tidak berhasil (27 siswa), dengan nilai rata-rata 57,96. Pada Siklus I, 53,13% siswa berhasil (17 siswa), 46,87% tidak berhasil (15 siswa) dengan nilai rata-rata meningkat menjadi 74,87. Pada Siklus II, 90,62% siswa berhasil (29 siswa), hanya 9,38% yang tidak berhasil (3 siswa), dengan nilai rata-rata 80,28. Peningkatan nilai persentase siswa dalam menulis dari pre-test ke post-test pada Siklus I dan Siklus II adalah sebesar 12% hingga 20%. Peningkatan ini didukung oleh peningkatan nilai dari pre-test, post-test I, dan post-test II yang menunjukkan bahwa penggunaan Canva memberikan tambahan motivasi dan ketertarikan siswa dalam belajar menulis. Berdasarkan hasil tersebut, disimpulkan bahwa penggunaan media pembelajaran Canva efektif dalam meningkatkan kemampuan menulis recount text siswa. Penelitian ini merekomendasikan kepada guru untuk memanfaatkan media pembelajaran seperti Canva untuk meningkatkan minat siswa dalam menulis, serta kepada peneliti lain untuk melanjutkan penelitian serupa untuk mengembangkan kemampuan menulis siswa dengan menggunakan teknologi.

Kata Kunci: Canva, Keterampilan menulis

ABSTRACT

This study aims to determine whether the use of Canva application can improve students' writing skills in recount text in class VIII of SMPN 24 Medan. This study used a classroom action research (CAR) design with the Kemmis and McTaggart model consisting of two cycles. Each cycle involved the stages of planning, action, observation, and reflection. Data were collected through written tests, interviews, and observations. The results showed that the use of Canva significantly improved students' writing skills, especially in recount texts. In Pretest, 15.62% successful students (5 students), 84.38% unsuccessful students (27 students), with an average score of 57.96. In Cycle I, 53.13% of students were successful (17 students), 46.87% were unsuccessful (15 students) with the average score increased to 74.87. In Cycle II, 90.62% of students were successful (29 students), only 9.38% were unsuccessful (3 students), with an average score of 80.28. The students' improvement scores on percentage of students in writing from pre-test up to post-test score in Cycle I and Cycle II was 12% to 20%. This improvement was supported by the increase in scores from pre-test, post-test I, and post-test II, showing that the use of Canva provided additional motivation and interest in learning to write. Based on these results, it is concluded that the use of Canva learning media is effective in improving students' recount text writing skills. This study recommends teachers to utilize learning media such as Canva to increase students' interest in writing, as well as for other researchers to continue similar research to develop students' writing skills using technology.

Keywords: Canva, Writing skill

Info Artikel:

Disubmit: 11 Maret 2024

Direview: 09 April 2024

Diterima: 12 Mei 2024

1. INTRODUCTION

For English language learners, writing is an essential ability that is categorized as a productive skill alongside speaking (Spratt et al., 2005). It entails obtaining data, arranging it, and presenting concepts clearly. Writing is a required component of the junior high and university curricula in Indonesia. Writing education at the high school level facilitates both formal and informal communication, and teachers are essential in helping pupils organize and generate ideas.

Despite its significance, writing is a challenge for many students, especially when it comes to recount texts that call for a detailed account of historical events. For instance, junior high school pupils at SMP Negeri 24 Medan struggle with concept organization, appropriate word use, and proper grammatical usage. According to (OECD, 2023), students' enthusiasm and confidence are poor, and their national writing results fall short of expectations. Students' attempts to write successfully are further complicated by traditional instructional approaches that place more emphasis on grammar than writing abilities.

Including digital tools like Canva in the writing curriculum is one strategy that seems promising. With the help of the design platform Canva, kids may arrange their thoughts graphically, which makes writing less daunting and more fun. According to (Wright, 1989) emphasizes the importance of visual aids in enhancing language acquisition and provides practical insights into how these tools can be effectively utilized in educational settings. Canva provides a novel approach to writing assignments by enabling students to produce visually attractive material.

Recent studies have confirmed Canva's advantages. Students that used Canva shown a significant increase in organizing and articulating their thoughts, according to a research by (Smith et al., 2022). Additionally, students were more motivated and proud of their work because to the platform. Students may approach writing more imaginatively with Canva, which lowers cognitive barriers and promotes teamwork, both of which improve the learning process.

In light of these benefits, this study investigates how well eighth-grade students at SMP Negeri 24 Medan use Canva to enhance their writing abilities, particularly in recount texts. This project intends to improve writing abilities and confidence via the integration of technology, which will ultimately lead to more efficient writing teaching in the Indonesian educational system.

2. LITERATURE REVIEW

A. *English Language Skills*

Language is a communication tool that enables people to exchange ideas, feelings, and information. It uses a system of words and how they are used to form sentences. People may learn about a variety of topics and broaden their knowledge through language. The four basic abilities of language—speaking, listening, reading, and writing—are commonly separated in the discipline of applied linguistics. Furthermore, these abilities are frequently combined with phonology, grammar, and vocabulary. Receptive skills, which include reading and listening, and productive skills, which include speaking and writing, are the two main categories into which these talents can be further divided.

1) *The Definition of Writing*

As a basic language skill, writing is sometimes regarded as the most difficult as it calls for the creation, organization, and cogent expression of ideas. In order to successfully communicate meaning in a variety of circumstances, one must possess both language competence—the understanding of syntax, vocabulary, and mechanics—and cognitive capacity. Writing is the act of encoding messages through symbols ordered into meaningful sentences, according to (Byrne, 1979). It is a crucial method

of communication that enables people to express thoughts, ideas, and feelings with readers outside of their physical presence.

2) Writing Skills

Writing skills are essential for language acquisition and communication because they allow people to successfully convey their ideas, emotions, and information. Writing well entails arranging thoughts rationally in addition to mastering language components like grammar and vocabulary. Writing, according to (Harmer, 2004), is a productive talent that incorporates both the mental process of organizing thoughts and the physical act of generating words. He emphasizes that writing is a multi-step, frequently recursive process that involves planning, drafting, rewriting, and editing. It also calls for critical thinking as well as audience and purpose consideration.

3) The Understanding and Concepts of Writing

Writing is a multifaceted cognitive and linguistic activity that involves more than just putting words on paper; it involves organizing, writing, revising, and editing ideas. Building on his previous work with (Flower, 1981), (Hayes, 2012) characterizes writing as a problem-solving activity that necessitates the concurrent management of activities such as editing, planning, and text production. As the writer improves their work, they can go back and forth between phases since this process is recursive rather than linear and is influenced by the writer's motivation, working memory, and long-term memory. Hayes' approach emphasizes the cognitive difficulties of writing as well as the influence of outside variables like the audience and writing environment.

4) The Importance of Writing

Writing is a critical secondary education ability that is essential for both future employment and academic achievement. It facilitates learning in all subject areas by giving pupils the ability to communicate their thoughts, show that they comprehend, and participate critically. As students evaluate data, develop arguments, and arrange ideas logically, writing also helps them become more creative and critical thinkers. Beyond the classroom, writing helps children grow socially and personally by enabling them to communicate and express who they are, which boosts their confidence and gets them ready for college and the career. Essentially, writing gives children the skills they need to succeed academically, think critically, and communicate effectively.

5) Challenges in Developing Writing Skills

Developing writing abilities presents a number of difficulties for learners, such as coming up with ideas, arranging them logically, selecting appropriate words, and using proper syntax (Richards, 2002). They frequently have trouble connecting concepts to produce a fluid text flow. Psychological obstacles, like writer's block, can also impede advancement, frequently as a result of poor confidence or fear of making mistakes (Byrne, 1979). It takes work, helpful criticism, and a nurturing atmosphere that promotes linguistic exploration to overcome these obstacles.

6) Factors that Influence Writing Skills

Writing abilities are impacted by a number of things that affect a person's capacity to produce writings that are cohesive and organized. In order to teach writing effectively, it is essential to comprehend these elements. Cognitive development—in particular, working memory—is a crucial component. The capacity to store and manage information in working memory is essential for writing preparation, drafting, and revision, claims (Kellogg, 2018). A writer's working memory capacity affects their ability to control several elements of the writing process, such as organization, grammatical accuracy, and idea development.

B. Recount Text

Recount texts are a type of storytelling that uses a methodical, sequential framework to describe previous occurrences. (Alderson & Anderson, 2003) states that it tells a sequence of events that happen in chronological order so that readers may understand the chronology of events. The main goal of recount texts, as further explained by (Derewianka, 1990), is to methodically record and express prior experiences in order to promote a more thorough comprehension of the events being narrated.

Recount texts thereby fulfill two purposes: they not only describe certain events that took place within a specified time period, but they also provide context by introducing the characters, describing how the event began, and indicating its location and time. This comprehensive strategy improves readers' understanding and memory of the material by allowing them to interact more deeply with the story.

Three essential elements make up the general format of recount texts:

- a Orientation: In order to provide readers the background information they need to comprehend the story, this opening section includes crucial information about the participants (who), the setting (where), and the period (when) of the historical events.
- b Events: The story is told in chronological order in this middle portion, which details the events that took place. Temporal conjunctions, such "On the first day...", are frequently used by authors to lead the reader through the chronology.
- c Reorientation: The last section restates the orientation, provides a summary of the events, and could also contain the author's personal thoughts or observations about the experiences that were detailed.

All things considered, these components come together to form a logical story that successfully conveys prior experiences. Recount text has several important uses:

- a Educating Readers: It offers details about previous occurrences or experiences, such travelogues or first-hand accounts.
- b Reader Entertainment: Recount texts frequently include enjoyable or captivating tales in an effort to amuse readers.
- c Reflecting: Diaries and journals are classified as such because they may be used as a tool for reflection, enabling authors to examine and consider certain occurrences.
- d Experience Documentation: Recount texts allow people to write down significant prior events.
- e Studying History: Recount materials are used in educational settings to investigate and comprehend historical occurrences.

All things considered, these objectives demonstrate how adaptable recount texts are for both learning and communication. The language features of recount text include:

- a Simple Past Tense: Makes use of past tense verbal and noun structures in phrases.
- b certain Participants: Involves certain topics or items, such particular locations or occasions.
- c Personal Participants: Uses "I" or "my group" as a personal pronoun to introduce characters.
- d Action Verbs: These verbs are dynamic and denote observable acts, such as "visited."
- e Linking Verbs: Uses verbs like "be" or "become" to link subjects to descriptions.
- f Chronological Connectives: Uses conjunctions like "then" and "finally" to show the order of occurrences.
- g Words, phrases, or sentences are joined by conjunctions such as "and," "but," and "or."
- h Adverbs: These give further information about activities, such as "slowly" or "carefully."
- i The purpose of adverbial phrases is to provide more context for activities.

- j Time and Sequence Connectives: Employs expressions like "the next day" that aid in tying together disparate textual elements.

C. The Definition of Canva

Canva is an online visual design application that encourages students' creativity by making it possible to create interesting instructional materials including infographics, presentations, and films. According to (Haake, 2021), Canva makes it easier to create visually appealing products, meeting the demands of both instructors and students today. (Arunachalam & Munisamy, 2022) emphasize Canva's adaptability by pointing out that it may be tailored to improve teamwork and communication during the educational process. Additionally, Canva's capabilities enable teachers to animate instructional materials, which can result in more successful learning outcomes (Waring, 2021). Its easy-to-use interface makes it possible to create a variety of materials, which makes it an invaluable tool for teachers and gives students the chance to actively participate in the creative process and gain relevant (Walsh, 2010) knowledge.

1) Using Canva in Learning to Write of Recount Text

Digital design site Canva has emerged as a useful tool for improving writing education, especially when it comes to teaching recount texts that repeat historical events. (Sugiarni et al., 2024) claim that Canva offers visual aids such as timelines and storyboards that assist students in organizing their ideas and structuring their work in a chronological manner. This is in line with the multimodal learning tenets outlined by (Bezemer & Kress, 2015), who stress that adding visual components might enhance comprehension and memory.

Students produce captivating recount writings that enhance their comprehension of story structure by fusing text with pictures and visuals. According to research by Shabani and Ghasemi, Bezemer and Kress, and, using Canva in writing instruction improves students' writing abilities and overall learning experiences by promoting idea organization, encouraging collaboration, and fostering engagement through multimodal approaches.

2) Measuring Improvement in Writing Skills Using Canva

Canva is a multimodal digital design application that is being utilized more and more in education to improve students' writing abilities. Multimodality, particularly the incorporation of visual aspects, should be taken into account in rubric-based evaluations, as (Kress & Selander, 2012) suggest. Additionally, students may track their progress and build critical evaluation skills via the use of peer and self-assessment approaches. To summarize, a multimodal evaluation strategy is crucial in the digital era to comprehend how Canva affects students' writing growth. This may be achieved by combining classic and contemporary assessment methods.

3. METHOD

A. Research Design

In order to improve classroom learning quality through focused interventions, this study used a classroom action research (CAR) design, as defined by (Arikunto, 2014). The CAR technique makes it easier to identify, develop, execute, and assess improvements in the learning environment while offering insights into how creative approaches might enhance student performance. In particular, the study employed the Canva platform at SMP N 24 Medan to improve the writing abilities of eighth-grade pupils in recount texts.

Following (Kemmis & McTaggart, 2003) action research paradigm, which has eight action steps—first planning, action, observation, reflection, revision of planning, and a second round of action, observation, and reflection—the study was carried out in two cycles. With the use of this methodical

technique, the researcher was able to evaluate the Canva platform's efficacy in enhancing students' writing abilities and make the required modifications as needed.

B. Research Subjects

This research was carried out at SMP Negeri 24 Medan which is located at Jalan Metal, Tanjung Mulia Village, Medan Deli District, Medan City. The population in this study was all eighth grade students of SMP Negeri 24 Medan, totaling 220 people. This research is class action research, therefore the author chose one class as the sample that will be given action. The sample in this study was class VIII-B, totaling 32 people.

C. Research Procedures

The researcher uses the Classroom Action Research (CAR) method as the main tool for data collection. The study included eight meetings, with each cycle following the framework outlined by (Kemmis & McTaggart, 2003), which includes four essential stages: planning, action, observation, and reflection.

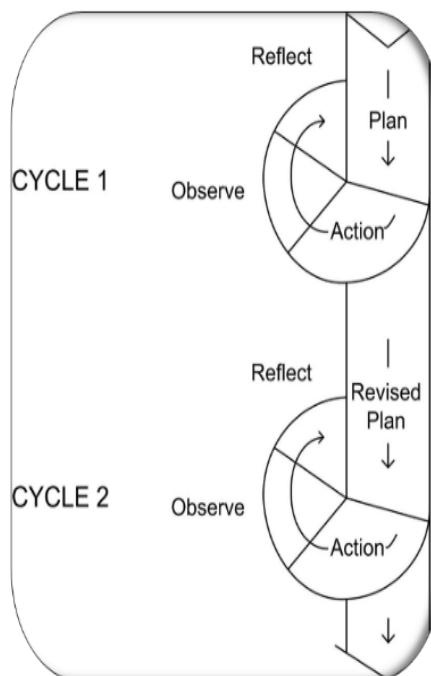


Figure 1. Classroom Action Research Design by Kemmis and Taggart model

1) *The First Cycle of CAR*

In order to improve students' skills in writing, the researcher applies the canva as a learning media. The following is the procedure that is carried out:

i. Planning

Create a well-defined and methodical action strategy. Identify the phases of planning, including the creation of learning steps, the choice of instructional materials, and the methods for measuring results. Canva will be incorporated as a learning aid in this instance.

ii. Action

This step involves implementing the action plan into the classroom. The teacher as researcher will lead each learning session using Canva as a tool to improve students' writing skills. Record the learning outcomes of each session for later analysis.

iii. Observation

Make systematic observations of the learning process and the results achieved. In this case, focus on improving students' writing skills. Use valid and reliable evaluation instruments to measure learning outcomes.

iv. Reflection

Analyze data from observations and evaluations, then reflect on the findings. If necessary, revise the learning strategy and action plan. This iteration can be carried out repeatedly over several action cycles.

2) *The Second Cycle of CAR*

It is implemented from the reflection of cycle I following the same procedures with necessary improvements. The aim is to repair and improve the process based on the evaluation and analysis conducted earlier. The procedures as follows:

i. Planning

Create a well-defined and methodical action strategy. Identify the phases of planning, including the creation of learning steps, the choice of instructional materials, and the methods for measuring results. Canva will be incorporated as a learning aid in this instance.

ii. Action

This step involves implementing the action plan into the classroom. The teacher as researcher will lead each learning session using Canva as a tool to improve students' writing skills. Record the learning outcomes of each session for later analysis.

iii. Observation

Make systematic observations of the learning process and the results achieved. In this case, focus on improving students' writing skills. Use valid and reliable evaluation instruments to measure learning outcomes.

iv. Reflection

Analyze data from observations and evaluations, then reflect on the findings. If necessary, revise the learning strategy and action plan. This iteration can be carried out repeatedly over several action cycles. After obtaining maximum results, the final step is to disseminate the research results to relevant stakeholders, such as teachers, students and schools. Present findings and recommendations to improve writing skills at grade and school levels.

D. Data Collecting Technique

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes and documentation (Kuantitatif, 2016). Organizing data into categories, explaining it into units, synthesizing it, arranging it into patterns, selecting data that is important and will be studied, and making conclusions so that it is easy to understand.

The data analysis techniques used in this research are:

1) Data reduction

Data reduction is a form of analysis that refines, selects, focuses, discards, and organizes data in a way where final conclusions can be drawn and verified. This stage refers to the process of selecting, focusing, simplifying, abstracting, and transforming "raw data" that occurs in written field notes.

2) Data model (data display)

A model is defined as an organized collection of information that allows describing conclusions and taking action. Models (Displays) in everyday life vary from ordinary measurements to computer screens. The form most often used in qualitative data models is narrative text. Narrative texts in this sense contain too much of human information processing abilities.

3) Drawing conclusions

The final step of qualitative analysis activities is drawing and verifying conclusions, which begins to decide what something "means", noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. According to (Arikunto, 2014), the success of this classroom action research is marked by the presence of a percentage of conformity criterion. In this study, researchers used Arikunto's percentage criteria, namely:

Persentase of scores	Criterion
81-100	Very good
61-80	Good
41-60	sufficient
21-40	Poor
10-20	Very poor

Table 1. The five categories of students

Based on the suitability criteria above, the average score obtained according to Arikunto (2010) is as follows:

$$\bar{x} = \frac{\sum x}{N}$$

Information:

$\bar{x}$ = Mean

$\sum x$ = Number of values

N = Number of data

Furthermore, data acquisition (xi) according to Yoni (2010) is:

$$\text{percentage} = \frac{(\text{score obtained})}{\text{ideal maximum score}} \times 100 \%$$

The calculation of the success rate in the research is to determine the increase in the ability to write recount text using Canva media. The steps used were to observe the development of writing skills of eighth grade students at SMP Negeri 24 using the observation guide for writing skills in recount text that had been created.

The author tries to get the percentage of the class that passes the minimum proficiency criterion (KKM), considering the English subject gains score of 70. The researcher uses the formula:

$$P = \frac{F}{N} \times 100\%$$

P = the class percentage

F = total percentage

N = Number of students

Third, after obtaining the mean of students' scores per actions, the researcher determines whether there could be students' improvement in writing skills from pretest to posttest in Cycle 1 and Cycle 2. The researcher uses the formula:

$$P = \frac{y^1 - y}{y} \times 100\%$$

P = percentage of students' improvement

y = Pre-test result

y1 = post test result

$$P = \frac{y^2 - y}{y} \times 100\%$$

P = percentage of students' improvement

y = Pre-test result

y2 = post test result cycle 2

4. RESULT AND DISCUSSION

A. *The Preliminary Study*

With a focus on a grade eight class of thirty-two students, a pilot research was carried out at SMP Negeri 24 Medan to examine the difficulties instructors and students face when writing in English. Data on the barriers to successful English writing instruction and learning were to be gathered by the study.

The results showed a number of important problems that both teachers and students face. A significant issue was the frequently disruptive classroom atmosphere, where some pupils conversed with their peers, creating noise and disturbances. Other students found it challenging to concentrate on their writing assignments because of the unfavorable learning environment. Furthermore, a lot of pupils had trouble creating sentence patterns and regularly asked the teacher for help when they were confused. This dependence on the instructor disrupted the lesson's flow and made teaching and learning more difficult overall.

B. *Pre-Cycle*

During this study cycle, the researcher used a common teaching approach that the students were already accustomed to. The exercise started with easy questions and a synopsis of the recall text to gauge the students' comprehension. Following that, the students were instructed to create recall narratives based on their own experiences. The researcher gathered and assessed the students' work, then put the findings into a scoring table to determine how well they could write.

Before the classroom action study began, a pre-test was given to gather preliminary information about the students' writing abilities and pinpoint any knowledge gaps. It took forty minutes to administer this test to all thirty-two eighth-grade kids, and the pre-test results were then examined.

Table 2. The Result of Pre-test

NO	Initian Name	Pre-Test Score	Information
1.	AN	65	Unsuccessful
2.	ADP	70	Unsuccessful
3.	AN	55	Unsuccessful
4.	AC	80	Successful
5.	A	60	Unsuccessful
6.	B	72	Unsuccessful
7.	BD	50	Unsuccessful
8.	CF	66	Unsuccessful
9.	CA	74	Unsuccessful
10.	CIJ	68	Unsuccessful
11.	DSH	58	Unsuccessful
12.	DIM	77	Successful
13.	FM	62	Unsuccessful
14.	FRA	54	Unsuccessful
15.	HTC	69	Unsuccessful

16.	HA	59	Unsuccessful
17.	IW	71	Unsuccessful
18.	KAH	75	Successful
19.	MWS	63	Unsuccessful
20.	MMH	70	Unsuccessful
21.	MA	67	Unsuccessful
22.	P	57	Unsuccessful
23.	QAP	72	Unsuccessful
24.	RA	66	Unsuccessful
25.	RDP	64	Unsuccessful
26.	SS	73	Unsuccessful
27.	SPK	78	Successful
28.	SL	68	Unsuccessful
29.	WF	62	Unsuccessful
30.	YAM	56	Unsuccessful
31.	ZE	81	Successful
32.	ZLA	60	Unsuccessful
Total		2122	
Average		66.31	
Successful		5	
Unsuccessful		27	
Percentage Successful		15,62%	
Percentage Unsuccessful		84,38%	

Table 3. The Percentage of Pre-test

Percentage of Students' Scores	Criteria	Number of Students	Percentage
P1	Successful	5	15,62%
P2	Unsuccessful	27	84,38%
Total		32	100%

Table 2's results demonstrates that students' writing proficiency in English Recount texts remained below the KKM minimal completion requirement. A only 5 pupils, or 15,62% of the overall student body, managed to get scores higher than 75. In contrast, 84.38% of the total pupils, or 27 individuals, received a score lower than 75. The information above indicates that there was still room for growth in the writing abilities of the students at SMP Negeri 24 Medan in the English Recount text.

C. The First Cycle of CAR

This classroom action research's first cycle was centered on determining the difficulties students had when using Canva to write English recount texts. A variety of data collecting techniques were used by the researcher, including field notes, checklists, observation sheets, and interviews for qualitative data and pre-test and post-test scores for quantitative data.

This first cycle, which was conducted across four sessions, was divided into four stages: preparation, activity, observation, and reflection. Identifying particular challenges students had when creating recount texts using Canva was the main objective. By carefully adhering to the action research procedure and recording the outcomes of every phase, the researcher hoped to acquire knowledge that would improve students' writing skills in later cycles.

Table 4. The Result of Post-test I

No	Initian Name	Post-Test 1 Score	Information
1	AN	75	Successful
2	ADP	80	Successful
3	AN	70	Unsuccessful
4	AC	80	Successful
5	A	72	Unsuccessful
6	B	78	Successful
7	BD	65	Unsuccessful
8	CF	74	Unsuccessful
9	CA	80	Successful
10	CIJ	76	Successful
11	DSH	68	Unsuccessful
12	DIM	80	Successful
13	FM	70	Unsuccessful
14	FRA	65	Unsuccessful
15	HTC	77	Successful
16	HA	73	Unsuccessful
17	IW	80	Successful
18	KAH	80	Successful
19	MWS	72	Unsuccessful
20	MMH	78	Successful
21	MA	75	Successful
22	P	69	Unsuccessful
23	QAP	79	Successful
24	RA	74	Unsuccessful
25	RDP	73	Unsuccessful
26	SS	80	Successful
27	SPK	81	Successful
28	SL	77	Successful
29	WF	71	Unsuccessful
30	YAM	70	Unsuccessful
31	ZE	80	Successful
32	ZLA	74	Unsuccessful
Total		2396	
Average		74.87	
Successful		17	
Unsuccessful		15	
Persentage Successful		53%	
Persentage Unsuccessful		47%	

Table 5. The Percentage of Post-test I

Percentage of Students' Scores	Criteria	Number of Students	Result (%)
P1	Successful	17	53,13%
P2	Unsuccessful	15	46,87%
Total		32	100%

According to the data table above, 17 students, or 53.13 percent of the total number of students, scored higher than 75 on the writing competence test for recount texts. Additionally, 15 students—or 46.87%—had scores lower than 75. These findings suggest that students' writing abilities improved when it came to recount texts. The outcomes of the pre-test and post-test 1 administered during cycle 1 were also compared and examined by the researcher.

D. The Second Cycle of CAR

The results of cycle I indicated an improvement to students' writing skills, although it had not yet reached the expected level. To improve the results and overcome the obstacles encountered, it was agreed to proceed to cycle II. The implementation of cycle II followed a similar flow to the previous cycle, with some adjustments. The researcher evaluated the results of cycle I and designed strategies to overcome the identified problems. The researcher conducted a post-test II in order to measure the students' progress. The results were to be compared with post-test 1 to evaluate the outcome of the actions taken in cycle II.

Table 6. The Result of Post-test II

No	Initian Name	Post-Test 1 Score	Information
1	AN	80	Successful
2	ADP	85	Successful
3	AN	80	Successful
4	AC	85	Successful
5	A	79	Successful
6	B	80	Successful
7	BD	75	Successful
8	CF	74	Unsuccessful
9	CA	80	Successful
10	CIJ	85	Successful
11	DSH	73	Unsuccessful
12	DIM	80	Successful
13	FM	75	Successful
14	FRA	73	Unsuccessful
15	HTC	78	Successful
16	HA	82	Successful
17	IW	81	Successful
18	KAH	81	Successful
19	MWS	78	Successful
20	MMH	84	Successful
21	MA	83	Successful
22	P	79	Successful
23	QAP	80	Successful
24	RA	80	Successful

25	RDP	82	Successful
26	SS	81	Successful
27	SPK	82	Successful
28	SL	78	Successful
29	WF	83	Successful
30	YAM	80	Successful
31	ZE	82	Successful
32	ZLA	83	Successful
Total		2561	
Average		80.03	
Successful		29	
Unsuccessful		3	
Percentage Successful		90.62%	
Percentage Unsuccessful		9,38%	

Table 7. The Percentage of Post-test II

Percentage of Students' Scores	Criteria	Number of Students	Result (%)
P1	Successful	29	90,62%
P2	Unsuccessful	3	9,38%
Total		32	100%

Students' writing skills are evaluated using the information in the above table. Ninety-six percent of the pupils, or 29 students, received a score higher than 75. At the same time, one student, or 9.38%, had a score lower than 75. The writing skills of the pupils at SMP Negeri 24 Medan have improved, it may be determined. These findings demonstrated that cycle II's usage of procedure text had effectively raised students' writing proficiency.

E. Data Analysis

Following the conclusion of cycles 1 and 2, the post-test results were computed. The increase in student scores from the pre-test to the post-test I was first estimated. The findings are calculated in three phases. Specifically, figuring out the proportion of students who passed the KKM, the average value of students in post-test I, and the percentage rise in student scores from pre-test to post-test I.

Table 8. The Comparison of Students' Writing Skill in Procedure Text in Pre-test, Post-test 1, and Post-test 2

No	Research	Category	Frequency	%
1.	Pre-test	Success	5	15.62%
		Unsuccessful	27	84.38%
2.	Post-test 1	Success	17	53.13%
		Unsuccessful	15	46.87%
3.	Post-test 2	Success	29	90.62%
		Unsuccessful	3	9.38%

In post-test I, the average student score was 74.87. This demonstrates that the average score before the exam has significantly increased. This is evident from the difference between the average score of 66.31 on the pre-test and 74.87 on the post-test I. In the pre-test, the success rate for students who passed the KKM was 15.62% (5 students), whereas the success rate for those who failed the KKM was 84.38% (27 students).

With an average score of 74.87, the first cycle demonstrated improvement, with 53.13% (17 students) attaining completeness and 46.87% (15 students) not doing so. There was a notable rise in the second cycle, with an average score of 80.03, of which 90.62% (29 students) passed the KKM and 9.38% (3 students) did not. When comparing pre-cycle conditions with those following the use of Canva media, pupils' writing abilities have significantly improved. We may infer that using Canva media helps students become better writers of recount texts. This study demonstrated the effective usage of the media and validated that Canva Media is a useful tool for enhancing students' writing abilities.

F. Findings

In Cycle I, the pre-test average score for students was 66.31, and 15.62% of students passed the KKM. The average score of pupils rose to 74.87 in post-test I, and 53.13% of students passed the KKM assessment. Students in Cycle II completed the KKM with a 90.62% passing percentage, and their average score on post-test II was 80.03.

Based on these findings, it can be said that using Canva media during Cycle I and II improved students' ability to write recall texts. Furthermore, Cycle I and Cycle II observation data demonstrated that students' answers during the learning process contributed to the success of this study. As a result, using Canva media may help students become better writers, particularly when it comes to producing recount narratives.

G. Discussion

This study examined how well students used Canva to write recount texts. Students may be inspired to write by this medium. Students can learn in a different way than they would have if they had only written in their books or on paper. Students get disinterested in learning as a result, and they start to detest writing. Students' enthusiasm in learning to write, particularly on recount texts, is anticipated to be piqued by the usage of this media.

Researchers gave students cycle I exercises to complete after completing pre-test tasks. During the first cycle, the researcher offered students samples of recount texts, reiterated the explanation, and then invited them to use Canva to produce their own.

Writing in the first cycle exercises, several pupils were perplexed. Based on their own experiences, students were instructed to compose a recall text. In this step, the researcher assisted the students and gave them the opportunity to ask questions if they had any trouble understanding any of the implementation-related material. Following the completion of the cycle I activities, the researcher proceeded to carry out the cycle II activities using the same methodology; however, the instructor adjusted the strategy and employed Canva media directly in the instruction. Students' writing skills showed a good development during this cycle. Along with trying to put down all of their knowledge on a given subject, they were also more cooperative and attentive.

The average score of students in cycle I was 74.87, the average score of students in cycle II was 80.03, and the average score of students in the pre-test activity was 66.31, according to the findings of learning how to produce recount texts using Canva. According to the data, the researcher discovered that using Canva for recount texts helped students in class VIII at SMP Negeri 24 Medan become better writers. This implies that using Canva to create recount texts can raise students' writing proficiency. Students can be motivated and have a more engaging learning experience when they learn how to write recount texts using Canva.

5. CONCLUSION

The results demonstrated that students may improve their recount text skills by utilizing Canva. This is supported by quantitative evidence showing a rise in students' pre-test, post-test 1, and post-test 2 scores. With an average score of 57.96, there were 5 students who scored 15.62% on the pretest and 27 students who scored 84.38%. The average score rose to 74.87 in Cycle I, with 17 students achieving 53.13% success and 15 students experiencing 46.87% failure. With an average score of 80.28, 90.62% of students in Cycle II were successful (29 students), whereas only 9.38% were unsuccessful (3 students). In Cycle I and Cycle II, the students' improvement scores on the proportion of students in writing from the pre-test to the post-test score ranged from 12% to 20%.

Additionally, the researcher observed and interviewed English teachers and students to gather qualitative data. The findings demonstrated that students' abilities to write recount texts, particularly in English, may be enhanced by using Canva. Students are more motivated to learn how to produce recount texts because of this media. To sum up, Canva has been shown to enhance students' ability to write narrative texts.

Suggestion

a. For the teacher

It is advised that English teachers make use of educational resources like Canva that might spark students' interest in writing. Because they are constantly writing on paper, pupils are more likely to enjoy engaging activities and avoid boredom.

b. For the students

In order to increase their motivation to study and develop their skills, it is anticipated that students would use media that can drive them to write. In this instance, one of the few resources that can boost users' writing inspiration is Canva.

c. For another researchers

The researcher expects that the findings of this study will inspire other academics to carry out more research on the use of media in writing recount texts in English language acquisition. Before additional researchers carry out classroom action research pertaining to enhancing students' writing abilities utilizing Canva, this study can serve as a source of writing.

ACKNOWLEDGEMENT

I am deeply grateful for the support and guidance of everyone who contributed to the completion of this research. My sincere appreciation goes to my academic advisor, whose insights and encouragement were invaluable throughout this process. I would also like to thank the teachers and students at SMA Asuhan Daya for their cooperation and participation, making this study possible. Finally, heartfelt thanks to my family and friends for their unwavering support and motivation, which kept me inspired from start to finish. Thank you all for your contributions to this work.

REFERENCES

- [1] Alderson, M., & Anderson, K. (2003). Text types in English 3. *South Yarra Macmillan Education Australia*.
- [2] Arikunto, S. (2014). Suhardjono, & Supardi.(2015). *Penelitian Tindakan Kelas*, 1.
- [3] Arunachalam, V., & Munisamy, R. (2022). *Teaching English Online: New Roles And Strategies*. OrangeBooks Publication. <https://books.google.co.id/books?id=JEZZEAAAQBAJ>
- [4] Bezemer, J., & Kress, G. (2015). *Multimodality, Learning and Communication: A social semiotic frame*. Taylor & Francis. <https://books.google.ru/books?id=bYf4CgAAQBAJ>
- [5] Byrne, D. (1979). Teaching writing skills. (*No Title*).
- [6] Derewianka, B. (1990). *Exploring how Texts Work*. Primary English Teaching Association. <https://books.google.co.id/books?id=xgNKAAAAYAAJ>
- [7] Flower, L. (1981). A cognitive process theory of writing. *Composition and Communication*.
- [8] Haake, A. (2021). *The Language Teacher Rebel: A Guide to Building a Successful Online Teaching Business*. Hodder & Stoughton. <https://books.google.co.id/books?id=1-9szgEACAAJ>
- [9] Harmer, J. (2004). *How to Teach Writing (PDFDrive).pdf* (p. 31).
- [10] Hayes, J. R. (2012). Modeling and remodeling writing. *Written Communication*, 29(3), 369–388.
- [11] Kellogg, R. T. (2018). 23 Professional Writing Expertise. *The Cambridge Handbook of Expertise and Expert Performance*, 413.
- [12] Kemmis, S., & McTaggart, R. (2003). *The Action Research Planner*.
- [13] Kress, G., & Selander, S. (2012). Multimodal design, learning and cultures of recognition. *The Internet and Higher Education*, 15, 265–268. <https://doi.org/10.1016/j.iheeduc.2011.12.003>
- [14] Kuantitatif, P. P. (2016). Metode Penelitian Kuantitatif Kualitatif dan R&D. *Alfabeta, Bandung*.
- [15] OECD. (2023). Transforming Education in Indonesia: Examining the landscape of current reforms. *OECD Education Policy Perspectives*, 88(Level 2). <https://www.oecd.org/pisa/data/2022database>
- [16] Richards, J. C. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- [17] Smith, D. M., Gillett, N. P., Simpson, I. R., Athanasiadis, P. J., Baehr, J., Bethke, I., Bilge, T. A., Bonnet, R., Boucher, O., Findell, K. L., & others. (2022). Attribution of multi-annual to decadal changes in the climate system: The Large Ensemble Single Forcing Model Intercomparison Project (LESFMIP). *Frontiers in Climate*, 4, 955414.
- [18] Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT course*. Cambridge University Press.
- [19] Sugiami, S., Widiastuti, D. E., & ... (2024). The implementation of Canva as a digital learning tool in English learning at vocational school. *English Learning ...*, 5(2), 264–276. <https://ejournal.umm.ac.id/index.php/englie/article/view/34839%0Ahttps://ejournal.umm.ac.id/index.php/englie/article/download/34839/14960>
- [20] Walsh, M. (2010). Multimodal literacy: What does it mean for classroom practice? *The Australian Journal of Language and Literacy*, 33(3), 211–239.
- [21] Waring, S. M. (2021). *Integrating primary and secondary sources into teaching: The SOURCES framework for authentic investigation*. Teachers College Press.
- [22] Wright, A. (1989). *Pictures for language learning*. Cambridge University Press.