IDEAS

The Effect of Using Digital Posters Based on Canva Application on Students' Writing Ability in Narrative Text at Senior High School

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Abstract

Digital posters are visually appealing and can capture students' attention more effectively than traditional teaching materials, while Canva offers a wide range of design tools and templates, allowing students to express their creativity in designing posters. Hence, digital poster creation on the Canva application is suitable as instructional media. This study aims to investigate the effect of using digital posters based on the Canva application on students' writing ability in narrative text at SMAN 6 Pekanbaru. This study uses a quasi-experimental research design where the experimental group receives a digital poster based on the Canva application as the instructional media while the control group receives conventional instructional media. The population of this study is the tenth-grade students of SMAN 6 Pekanbaru. The purposive sampling is the type of sampling technique in this study where 36 students from X MIPA 2 as the control group and 34 students from X MIPA 4 as the experimental group. The data were collected from a pretest-posttest of writing narrative text before and after treatments. The hypothesis test was conducted using the Mann-Whitney test. The result displays the alternative hypothesis (Ha), the Asymp. Sig. (2-tailed) is 0.001<0.05. Therefore, using digital posters based on Canva application has a significant effect on students' writing ability in narrative text at SMAN 6 Pekanbaru. It is suggested to use digital poster based on Canva application as instructional media for teachers, students, and researchers. Canva can spark creativity, improve design and writing skills, and create engaging learning materials.

Keywords: *; Canva Application; Digital Posters; Writing Ability; Narrative text*

Introduction

The contemporary educational landscape has undergone a trans-formative shift with the widespread integration of technology into the teaching-learning process. In the context of Society 5.0, which is characterized by the utilization of innovations from the Fifth Industrial Revolution- such as the Internet of Things, Artificial Intelligence, Big Data, and technology plays a critical role in addressing societal challenges and improving the quality of human life. In terms of technology use, for example, students' expectations and behaviors have shifted from what teachers experienced a few years ago. As a result, modern teachers cannot communicate with their students in the same way as their predecessors did (Daud, 2019). The changing demands and behaviors of students require innovative approaches to teaching, especially in utilizing technology to increase student engagement (Raja & Nagasubramani, 2018).

One aspect of English education that has undergone transformation is the teaching of writing, which is considered one of the most complicated language skills (Makalela, 2004). Its challenges cover various aspects, including generating ideas, fostering creativity, increasing writing speed, improving readability, and maintaining students' interest. Students often experience difficulties when mastering the art of writing, with challenges spanning the spectrum of complexity (Jumami, 2021;Vujanovic & Ilic-Stosovic, 2018;Sakkir, 2020). This includes the arduous task of generating creative ideas and assembling them into a coherent narrative, a process that many students often avoid. In addition, the speed at which students produce written work, coupled with the readability and clarity of their work, is also a significant hurdle. Maintaining students' interest in writing remains a major concern, compounded by traditional teaching methods that may not be effective for engaging today's tech-savvy generation.

Narrative texts, with their narrative elements reminiscent of fiction, present an interesting avenue to address these challenges. Texts that are fictitious and like verbal narratives are called narrative texts. These texts cover a wide array of genres, including novels, poems, folktales, and epics (Kuşdemir, 2020). It offers students the opportunity to explore and express their creativity within a structured storytelling framework. As a result, narrative texts promise to improve writing skills and foster the ability to organize ideas coherently.

In an effort to harness the power of narrative texts and engage students effectively, technology is emerging as a promising solution. One such technological tool is digital posters based on Canva, a versatile graphic design platform. Digital posters are posters that are created digitally. Poster making is not only done by manual process but also through digital technology. The use of digital posters as learning media is believed to increase students' enthusiasm, interest, and creativity in learning English. The benefits obtained by students from the learning process and results can also be well-optimized (Widyawati, 2021).The combination of colors, elements, and words in the poster can attract students' attention and

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improve their writing talent.

Canva offers an easy-to-use interface, full of templates and customization design elements, so students can create visually appealing digital posters that seamlessly blend images and text. Canva, with its ability to facilitate the creation of visually appealing educational materials, including digital posters, has attracted attention as a potential instructional media. The platform empowers students to develop design and writing skills while enhancing their capacity to communicate effectively through visual means. Its intuitive features allow students to create engaging and informative visuals, thus maximizing the process and outcome of their learning experience.

The current study that has been conducted by Paulia (2021) investigated the effectiveness of using the Canva application to enhance students' writing skills. The study used a one-group pretest-posttest design, with results supporting the hypothesis that Canva is indeed an effective tool for improving students' writing skills. While Paulia's research has laid the foundation, the writer's study aims to dig deeper, investigating the utilization of digital posters based on the Canva app as a medium to improve writing skills in the context of narrative texts.

In this study, the writer explores the use of digital posters based on the Canva application as a medium to improve writing ability in the context of narrative texts. The writer's focus lies on tenth-grade students at SMAN 6 Pekanbaru. Based on the informal interview with the English teacher in that school, traditional teaching methods largely rely on textbooks, resulting in challenges regarding students' engagement and creativity in English writing. Given these circumstances, this research seeks to investigate the impact of utilizing digital posters created with the Canva Application on the writing proficiency of tenth-grade students in narrative texts at SMAN 6 Pekanbaru.

Method

In this study, the writer used a quasi-experimental research design. The writer collected the data through the pretest-posttest to find out students' writing abilities with and without the implementation of Canva. The experimental group was taught using the Canva application as the instructional media while the control group was taught without using the Canva application or conventional media such as books. The writer conducted the treatment for 4 meetings and 2 meetings for the pretest-posttest. The population of this study consisted of nine classes of tenth-grade students from SMA 6 Pekanbaru in the academic year 2022/2023, and the samples were X MIPA 2 for the control group and X MIPA 4 for the experimental group. X MIPA 2 has 36 students, whereas X MIPA 4 has 34 students. Purposive sampling was used to set the criterion for research items. Due to this study requiring smartphones to open the Canva application, the criterion for this study is that all of the students in the class have phones.

Findings

The Result of the Pre-test

Students in both the experimental and control groups took the pre-test prior to treatment. On January 20th and 25th, 2023, 70 students from X MIPA 2 and X MIPA 4 conducted a pre-test. Thus, the writer gathered the results of their pre-test in both the control and the experimental groups. The percentage and frequency of the students' pre-tests in the control group are presented in Table 1.

Table 1. The Percentage of Students' Pre-test in the Control Group

Score	Level of Ability	Frequency	Percentage
91 – 100	Excellent	0	0%
71 – 90	Good	7	19%
31 – 70	Adequate	29	81%
11 – 30	Fair	0	0%
1 – 10	Unacceptable	0	0%
	Total	36	100%

According to the data presented above, 81% of the 29 students are performing at an adequate level. There are 7 students with a good percentage of 19%. There are no students at excellent, fair, and unacceptable levels of ability. Furthermore, Table 2 displays the percentage of students' pre-tests in the experimental group.

Table 2. The Percentage of Students' Pre-test in the Experimental Group

Score	Level of Ability	Frequency	Percentage
91 – 100	Excellent	7	21%
71 – 90	Good	15	44%
31 – 70	Adequate	12	35%
11 – 30	Fair	0	0%
1 – 10	Unacceptable	0	0%
	Total	34	100%

According to the data shown above, in the experimental group, the majority of 15 students with a percentage of 44% are at the good level, while 12 students with a percentage of 35% are at the adequate level. At last, 7 students have an excellent level with a percentage of 21%.

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The Result of the Post-test

Students in both the experimental and control groups took the post-test after four meetings of treatments. On February 24th and March 1st, 2023, 70 students from X MIPA 2 and X MIPA 4 conducted a post-test. Thus, the writer gathered the results of their post-test in both the control and experimental groups. The percentage and frequency of the students' post-tests in the control group are presented in Table 3.

Table 3. The Percentage of Students' Post-test in the Control Group

Score	Level of Ability	Frequency	Percentage
91 – 100	Excellent	6	17%
71 – 90	Good	24	67%
31 – 70	Adequate	6	17%
11 – 30	Fair	0	0%
1 – 10	Unacceptable	0	0%
	Total	36	100%

From the data above, the majority 67% of the 24 students are performing at a good level. There are 6 students with an excellent percentage of 17%. Also, there are 6 students with an adequate level percentage of 17%. There are no students at fair and unacceptable levels of ability. Furthermore, Table 4 displays the percentage of students' post-tests in the experimental group after using the Canva application as instructional media.

Table 4. The Percentage of Students' Post-test in the Experimental Group

Score	Level of Ability	Frequency	Percentage
91 – 100	Excellent	28	82%
71 – 90	Good	6	18%
31 – 70	Adequate	0	0%
11 – 30	Fair	0	0%
1 – 10	Unacceptable	0	0%
	Total	36	100%

From the data above, the majority 82% of the 28 students are performing at an excellent level. There are 6 students with a good level percentage of 18%. There are no students at adequate, fair, and unacceptable levels of ability.

Normality test

Before analyzing the data, the first step is to determine whether the

assumption of normality is violated or not. If the Sig or p-value is higher than 0.05, the data is said to be normally distributed. Considering the sample size was fewer than 50, the Shapiro-Wilk test was used to determine normality in this study. Table 5 presents the results of the normality test.

Table 5. The Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experimental	.094	34	.200*	.975	34	.623
Post-test Experimental	.235	34	.001*	.731	34	.001
Pre-test Control	.095	34	.200*	.949	34	.114
Post-test Control	.183	34	.005	.928	34	.027
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The table illustrates the results of the Shapiro-Wilk normality test where both pre-tests have significance (sig). The pre-test experimental class has a significance value of 0.623, while the pre-test control class has a significance value of 0.114. When the sig value is higher than 0.05, the data can be said as normal. The sig value of the experimental class is 0.001 and the sig value of the control class is 0.027. As a result, the post-test for both the experimental and control classes is not normally distributed.

Homogeneity Test

After the normality test, the writer conducted the homogeneity test to determine whether the data was homogeneous or not. The writer used the Statistical Package for the Social Sciences (SPSS) 27 version to run this test. The Brown-Forsythe test was employed since the data was not regularly distributed. This is a non-parametric variance homogeneity test. When the normality assumption is violated, it is a feasible alternative to Levene's test.

Table 6. The Homogeneity Test

Robust Tests of Equality of Means				
Students' Score				
	Statistic[a]	df1	df2	Sig.
Brown-Forsythe	52.353	1	65.119	.001
a. Asymptotically F distributed.				

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The table above shows that the sig value is less than 0.05, which is 0.001. It indicates that the variance between the experimental and control classes is not homogeneous.

Hypothesis Test

Due to the non-homogeneous and non-normally distributed student results, the Mann-Whitney test, a non-parametric statistical method, was employed. This test analyzes two independent groups to see if there are any differences in medians. It serves as a robust alternative to the independent sample t-test when the normality and homogeneity assumptions are not met, particularly with non-normally distributed ordinal or continuous data. The hypothesis in this research is there is a significant effect of using digital posters based on Canva application on students' writing ability in the narrative text st SMAN 6 Pekanbaru.

Table 7. Mann-Whitney Test Statistics

Test Statistics[a]	
	Posttest
Mann-Whitney U	126.500
Wilcoxon W	792.500
Z	-5.729
Asymp. Sig. (2-tailed)	.001
a. Grouping Variable: Class	

When the Asymp. Sig. (2-tailed) is higher than 0.05, the *H0* is accepted, however, when it is less than 0.05, the *H0* is rejected. According to the table above, the Asymp. Sig. (2-tailed) is 0.001, implying that the Asymp. Sig. post-test is less than 0.05 and *Ha* is accepted. In conclusion, *H0* is rejected and *Ha* is accepted. It indicates that utilizing digital posters based on Canva application significantly affects students' writing ability in the narrative text at SMA Negeri 6 Pekanbaru.

Discussion

The research findings offer several compelling insights into the impact of incorporating Canva posters on students' narrative writing abilities. The study encompassed 34 students from the experimental class and 36 from the control class, revealing noteworthy distinctions between those exposed to Canva treatment and those who were not. A notable contrast in students' writing proficiency

surfaced through an analysis of post-test scores in both classes. Evidently, the mean post-test score in the experimental class surpassed that of the control class.

To elaborate, the data shows that the average pre-test score in the experimental class stood at 74.51. Following four sessions of employing digital posters created with the Canva application, students' post-test scores soared to 94.46. This computation involved aggregating scores across writing components from three independent raters, subsequently calculating the average, which was then transformed into the actual score using specific formulas. The notable difference between pre-test and post-test scores in the experimental class signifies a clear positive effect of using Canva posters on students' narrative writing ability.

These findings parallel those of Rosandra (2022), who explored Canva's influence on students' writing ability, especially in procedural writing among ninth-grade students at MTs Darul Huda. Rosandra's study also reported an increase in post-test average scores within the experimental group, consistently exceeding those of the control group. Notably, both our study and Paulia's (2021) research align in employing a quasi-experimental research design, with Paulia's study on the effectiveness of Canva application media demonstrating higher post-test scores compared to pre-test scores, affirming our findings.

Given the non-normal and heterogeneous nature of the data, the study adopted the Mann-Whitney U test, a non-parametric test, ideal for comparing two samples. The substantial disparity in mean scores between the experimental and control classes, alongside a notably low Asymp. Sig. value (0.001), unequivocally led to the rejection of the null hypothesis. This underscores the clear effect of Canva posters on students' narrative writing ability, reinforcing the central premise that Canva substantially enhances narrative writing proficiency among tenth-grade high school students.

The higher scores achieved by the experimental class compared to the control group suggest that integrating visual elements through Canva positively influences the quality of students' writing. This observation aligns with research by Xiaoyan & Hicks (2022), emphasizing that images can effectively guide students' thought processes and foster enjoyable associations. Additionally, combining multimodal teaching resources with online writing platforms can invigorate students' writing cognition and enthusiasm for English composition, offering an effective strategy to address their input and output needs in the English writing process. Moreover, Raja & Nagasubramani (2018) underscore the enhanced engagement and understanding that visual explanations offer, making classrooms more dynamic and captivating.

In conclusion, the amalgamation of our research findings with those of prior studies leads to the conclusion that employing the Canva application as an instructional medium significantly boosts students' writing ability, particularly among tenth-grade students when composing narrative text. Notably, more than half of the students in the experimental class reached the minimum achievement standards following the Canva application treatment. To optimize the

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implementation of this medium, ensuring access to essential resources such as devices and robust internet connectivity is crucial. Additionally, educators must maintain a delicate balance between aesthetic appeal and authentic content creation to achieve optimal learning outcomes.

Conclusion

The data from students' pretest-posttest outcomes in the control and experimental groups demonstrate that the average posttest of students in each writing component has increased significantly. In terms of writing components, the experimental group that used digital posters based on the Canva application as the instructional media performed at an excellent level, whereas the control class performed at a good level. Furthermore, hypothesis testing with the Mann-Whitney test revealed an Asymp. Sig (2-tailed) value of 0.001, indicating that if the Asymp. Sig. post-test is less than 0.05, H0 is rejected and HA is accepted.   In conclusion, implementing a digital poster based on the Canva application significantly affects students' writing ability in the narrative text at SMA Negeri 6 Pekanbaru.

Based on these findings, we would like to provide some recommendations, for teachers, students, and future researchers. For teachers, Canva applications can be used as instructional media to provide creative assignments or projects that entail creating graphics or visual content. This enables students to think creatively while also improving their design and writing abilities. Canva may also be used by teachers to create aesthetically appealing handouts, interactive presentations, and customized worksheets. For students, Canva can be used to make visually stunning and engaging posters for class assignments or projects. Canva enables students to express themselves creatively and personalize their learning experience by creating content that corresponds to their particular style and preferences. The eye-catching posters can be used to promote school events, club events, or fundraisers. Students can also use Canva to create visuals for social media postings connected to class projects or assignments. For further researchers, it is hoped that the findings of this study will be useful as a reference. To eliminate sample bias, it is advised that future studies employ a random sampling technique. Furthermore, the researchers are advised to adopt alternative experimental designs, such as true-experimental research design. Furthermore, additional researchers should spend extra time before class begins creating materials and other learning resources so that the class may be carried out successfully.

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