INCREASING STUDENTS' ABILITY IN WRITING ADVERTISING TEXT BY USING CANVA APPLICATION LEARNING MEDIA AT THE NINTH GRADE OF UPTD SMP NEGERI 2 GUNUNGSITOLI ALO'OA IN 2024/2025

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Abstract*: This study aims was to increasing the students' ability to write advertising text by using Canva application learning media at UPTD SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025. The method used was Classroom Action Research (CAR) which was carried out in two cycles. The results showed a significant increase in students' writing skills, with the average score increasing from 56 in cycle I to 95 in cycle II. In addition, student activity also increased from 74, 95% cycle I to 100% cycle II, exceeding the participation limit set at 70%. This study concludes that Canva application is effective in helping students write advertising text and encouraging active involvement in the learning process. Hopefully, teachers can continue to implement ability methods to increasing students' ability and creativity.*

Keywords: *Canva Application, Advertising Text, Writing Skill, Creativity, and Learning Media.*

INTRODUCTION

Writing is a vital skill in the learning process, serving as a creative and interactive means for students to express their thoughts and ideas. With advancements in information and media technology, effective learning media can significantly enhance students' writing skills, making classroom learning more engaging and stimulating. Utilizing various types of writing—such as descriptive and analytical forms—students can explore and articulate their ideas more vividly. Learning media acts as a crucial educational tool, facilitating an active and productive learning environment that encourages creativity and knowledge acquisition.

According to Nahar (2021), writing skills encompass the ability to articulate thoughts clearly, while Pitamber Gautam (2019) emphasizes that writing is a product of ingenuity developed through knowledge, creativity, and intellectual integrity. This theoretical framework suggests that well-designed learning media can help students increase their writing abilities, particularly in creating compelling advertising text that reflect their unique perspectives and ideas. By integrating innovative learning media into

the classroom, educators can foster a more dynamic and enthusiastic approach to writing, ultimately enhancing students' capabilities and confidence in their writing skills.

According to Annisa Raudatus Sa'adah (2020), these components are essential for students to effectively communicate their thoughts and enhance their overall English proficiency. When students increase their writing abilities, they pave the way for greater success in learning the language. Moreover, writing is a complex cognitive activity that demands a strong foundation in the other three key language skills: reading, listening, and speaking. According to Rao and Durga (2018), the interplay between these skills is crucial; developing proficiency in writing not only reinforces language learning but also supports students in expressing their feelings, opinions, and ideas effectively.

According to Sholeh (2020), the canva application offers several advantages, especially in content creation and design, making it a valuable tool for both individuals and organizations. Here are the key advantages: direct content creation and supervision, canva allows users to practice and create content directly, which can be used for promotional purposes. The designs created using Canva have an

attractive bargaining power, making them more effective for marketing or communication. Ease of use, canva simplifies the design process for users, even those without prior design experience. It allows users to create various design formats such as posters, infographics, testimonials, presentations, and more by offering ready-to-use templates. Users can easily customize these templates by adjusting text, colors, sizes, and images to fit their needs. Wide range of templates and themes, canva provides a variety of attractive templates and border themes, making it easy for users to create visually appealing designs without starting from scratch. This helps save time and effort while still producing professional-looking designs. Accessibility, canva is highly accessible, as it is available on multiple platforms, including Android, iPhone, and desktops. Users can download the app on mobile devices or access it online without downloading on a laptop, offering flexibility for users to create designs anytime, anywhere. Diverse design options, Tanjung, as cited in Pelangi Magazine (2020), mentioned that Canva offers a wide array of design materials, such as presentations, resumes, brochures, charts, infographics, banners, bookmarks, and even books. This versatility makes it suitable for a range of professional and educational uses.

According to Triningsih (2021), Canva is an online platform that offers a wide range of graphic design tools such as presentations, posters, flyers, banners, and photo editing. It simplifies the process for teachers to create engaging educational resources, making it easier to design learning materials that are both visually appealing and effective. Triningsih also emphasized how Canva enhances the learning experience for both teachers and students through technology, skills, and creativity. By utilizing Canva, teachers can boost student engagement, increase ability in learning activities, and motivate students by presenting lessons in a more dynamic and interactive way. Additionally, Rainbow (2021) pointed out that Canva is a powerful creativity and collaboration tool for the classroom. The platform helps develop creative skills while making visual learning more enjoyable and accessible. Canva educational features make it an all-in-one platform for designing thematic learning materials, especially in secondary schools.

According to Theobald (2020), canva provides users with features for writing, editing, and designing, which can significantly enhance productivity and creativity in completing tasks, particularly in crafting advertising text. By utilizing canva, students can better engage with the design process, allowing them to develop their skills in creating attractive advertising layouts. This approach aims not only to bridge the gap between expectations and reality but also to foster a more enjoyable and effective learning experience for students. Through careful implementation of this research, the goal is to increase students' design skills and ultimately enhance their writing abilities in advertising context.

Based on the K13 syllabus at SMP Negeri 2 Gunungsitoli Alo'oa for ninth grade, students are expected to enhance the layout and decoration of advertisements to make them more visually appealing. However, there is a notable gap between these expectations and the current reality, as many students struggle to create attractive advertising layouts and designs. This issue often stems from their inadequate use of learning media applications. To address this challenge, the researcher plans to implement a Classroom Action Research (CAR) methodology. In this context, the independent variable (X) was the use of the canva application, while the dependent variable (Y) was the students' ability to create visually appealing advertisements. Canva is a versatile design platform that offers a variety of tools for creating videos, written content, and presentation designs.

Based on the explanation above, the researcher increasing students' writing advertising text by using canva application learning media entitled "Increasing Students' Ability in Writing Advertising Text by Using Canva Application Learning Media at the Ninth Grade of UPTD SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025".

METHOD

The study utilized Classroom Action Research (CAR) to address students' difficulties and enhance their advertising text. Classroom action research is a systematic approach used to increase students' ability in writing advertising text by using canva application, as described by Ebbutt in (Mahsar, 2020). This means that CAR involves practical activities carried out by both teachers and students in the classroom to enhance students' learning in a group setting, such as increasing in writing advertising text or other educational aspects.

The practice of classroom action research involves reflective research through the implementation of specific actions aimed at increasing and enhancing learning abilities in the classroom. This type of research plays a significant role in scientific research due to the quality of the research results it produces. Classroom action research is focused on increased learning practices within the classroom environment. According to Rosalinah & Khilda (2019), Classroom Action Research (CAR) was conducted to gather information and address issues.

Moreover, Kustantini in Arikunto 2003: 83 lists the following steps that need to be taken in order to do classroom action research: (*Planning*), it is an action research procedure in the classroom that is set up according to the preliminary study. The study provided the researcher with an overview of the issue he is facing in the field. Thus, the researcher planned the course of action that taken to address the issue at this stage. (*Action*), it is the application of the method that has been designed to solve the problem. (*Observation*), it is an activity of collection data and information that can be used as the input in doing reflection toward what have been done in action. In this case, the teacher-collaborator observed the students' and the researcher activities during doing the action in teaching and learning. (*Reflection*), it is an activity of analyzing, interpreting, and explaining all of the information gotten from the observation that has been done in the action. In reflection, the researcher took the conclusion whether the problem has been overcome or not, and whether the researcher should be continued to be next cycle or not.

The researcher needs a ninth-grade English teacher at UPTD SMP Negeri 2 Gunungsitoli Alo'oa as a collaborating teacher for observed students and the researcher' activities during the teaching and learning process as a requirement for conducted planning, action, observation, and reflection in classroom action research (CAR). The object of this research is students' ability to write advertising text using the Canva application learning media.
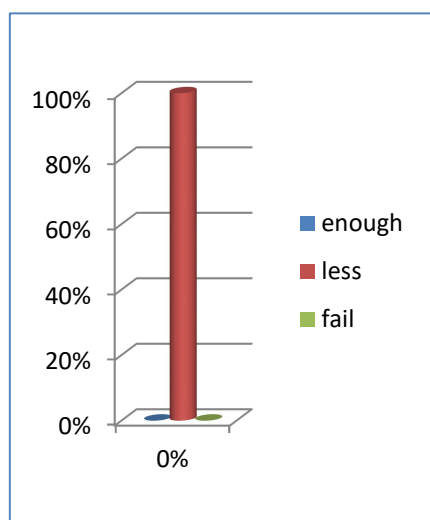
RESULTS AND DISCUSSION

A. Research Results

During conducted the research, the researcher was assisted by the English teacher of UPTD SMP Negeri 2 Gunungsitoli Alo'oa. The English teacher was as teacher-collaborator of the students' and the researcher' activities in the classroom. The teacher-collaborator was helped the researcher in observing the students' and researcher' activity during teaching learning process in the classroom. The students were all present during conducting the research. The researcher performed the research

for two cycles that consisted of four meetings; each cycle consisted of two meetings.

1. Cycle I

This cycle conducted two meetings in the classroom increased students' ability used canva application, in cycle I was failed. It shows that there were 20 students (100%) at less level, the average student score was 56. These results indicated that students failed to use canva application for cycle I because most of the students' scores at a very low level or below the MCC (70) as the research target. The results can be seen in the graph below:

Graph 1. Students' ability to use canva application in cycle I

The researcher found the following weaknesses in student activities that were some students did not pay attention to the researcher instructions, the students were not yet confident in using canva application, the students were not yet motivated in the teaching and learning process, some students did not understand the theme that has explained by the research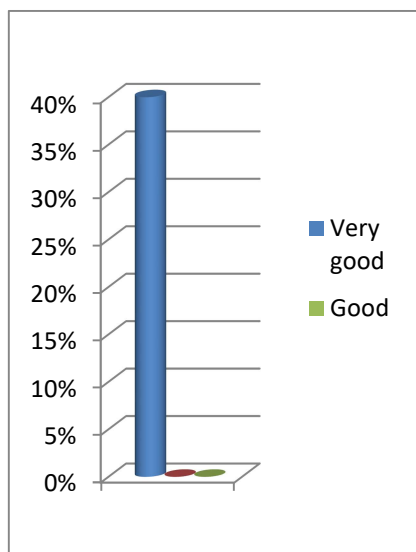er. There were also several strengths as follows: the researcher knew the students' abilities in using canva application, the students were able to know their abilities in using canva application and solve the difficulties they experienced, and the students began to be open to using canva application properly.

Based on the results of observations in relation to the quantity of students who have not optimally followed writing advertising text lessons through the use of canva application. Researcher need to increase motivation for students who are still not actively following lessons. Students need to be encouraged to be brave and enthusiastic, so that they are used to giving their opinions in discussions. After has discovered that students had not full mastered the use of canva application well. To follow up, advertising text lessons through canva application in cycle II need to emphasize that the use of canva application needs increased so that students have good writing advertising text.

2. Cycle II

In the cycle II, the researcher conducted all researcher action in the classroom and more maximally for students' writing advertising text ability can be increased by using canva application. The students pass the MCC, as stated in the school is (70). The explanation of the table above shows that there were 20 students (100%) at good level. The average student score was 95. This result shows that students have succesed in using canva application in the second cycle because most of the students' scores were at a good level or pass the MCC as the target of the study.
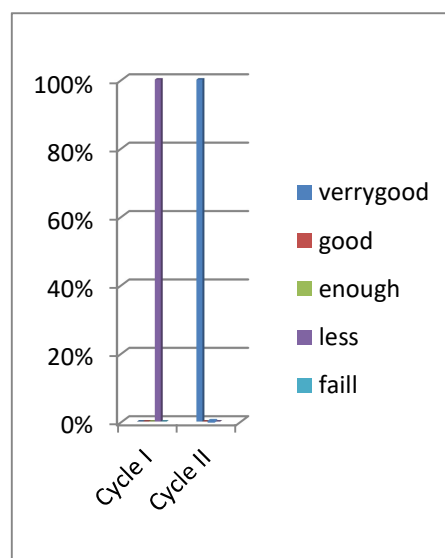
The results can be seen in the graph below:

Graph 2: students' ability to writing advertising text using Canva application in cycle II

It concluded that in cycle I, there were, 20 students (100%) categorized to a less level. While in cycle II, 20 students (100%) categorized to very good level.

In this cycle teaching and learning process, research still found weaknesses in the meeting, namely there was a student who had little motivation in the teaching and learning process, there were several students who told their difficulties in making canva application. Especially for research, researcher has done all activities. So, Researcher doesn't have weaknesses of cycle II. Based on the graph, it can be concluded that the process of student and researcher activities in the teaching and learning process has increased. There are several strengths found in the second meeting of cycle II as follows: All students were present in class, students can listen to the explanation from the researcher, students can understand the theme that has been studied, students are active in using canva application creatively, students asked several questions based on the explanation

from the researcher, students creatively use canva application, students have the motivation to learn so that they are confident in writing advertising text using canva application.

From the data above shows that students' ability to writing advertising text in cycle II is better than cycle I. all students passed the minimum competency criteria in cycle II which is 70. The results can be seen in the graph below:

Graphic 3: students' abilities in all cycles

3. Discussion
1. General Response of Research Problem

The object of research is students' ability to writing advertising text using canva application. The research problem is how the use of canva application can increase students' ability in writing advertising by using canva application. The general response in this study is the use of canva application to increase students' ability to writing advertising text through the procedured of using canva application at the ninth grade of UPTD SMP Negeri 2 Gunungsitoli Alo'oa.

The use of canva application provided opportunities for students to learn. This research was conducted in two cycles. In cycle I, the average student's ability orally was 56 (less) and in cycle II was 95 (very good) from the data of student abilities in each cycle, an increase in students' ability orally can be found. Although, the average student score shows that they have passed the minimum competency criteria (MMC) stated in the school was (70).

Therefore, the researcher concluded that the use of canva application can be increase students' ability to writing advertising text.

2. **Analysis and Interpretation of Research Findings**

After conducting research in two cycles, the researcher analyzed the results of students' writing advertising text skills using canva application and observation sheets for researcher, and student activities carried out by researcher in two cycles. In cycle I, the second meeting, the researcher gave assignments to using canva application and the results showed that most students did not pass the minimum completion criteria (MCC) there were 20 students at less level. The average student score was 56. Based on the student scores in cycle I, it can be concluded that students' writing advertising text skills in using canva application in cycle I are still lacking. Students still have not used canva application properly. The incompleteness of students in cycle I was caused by several students who were not active in the learning process. In cycle II, the researcher reviewed the weaknesses that occurred in cycle I

and increase in cycle II. The increased made had a major impact on the results obtained by students. This can be seen from the results of observations, most students carried out activities according to the procedures in using canva application. Student activities at the first meeting of cycle II, there were 20 students (100%) categorized as very good level. The average is 95. All students passed the minimum competency criteria in cycle II which is (70).

Based on the results of the research, it can be concluded that students' ability in using canva application has increased, by using canva application, students' problems in writing advertising text can be resolved.

3. **Research Findings versus Theory**

After analyzed the research results, the researcher compared these findings with established theories. According to Sholeh (2020), the canva application offers several advantages, especially in content creation and design, making it a valuable tool for both individuals and organizations. Here are the key advantages: direct content creation and supervision, canva allows users to practice and create content directly, which can be used for promotional purposes. The designs created using Canva have an attractive bargaining power, making them more effective for marketing or communication. Ease of use, canva simplifies the design process for users, even those without prior design experience. It allows users to create various design formats such as posters, infographics, testimonials, presentations, and more by offering ready-to-use templates. Users can easily customize these templates by

adjusting text, colors, sizes, and images to fit their needs. Wide range of templates and themes, canva provides a variety of attractive templates and border themes, making it easy for users to create visually appealing designs without starting from scratch. This helps save time and effort while still producing professional-looking designs. Accessibility, canva is highly accessible, as it is available on multiple platforms, including Android, iPhone, and desktops. users can download the app on mobile devices or access it online without downloading on a laptop, offering flexibility for users to create designs anytime, anywhere. Some students showed a lack of creativity and primarily relied on the provided templates, which limited their ability to fully express their ideas. However, the canva application holds significant potential to encourage students to engage more creatively. By leveraging canva, students can express their thoughts and feelings in group settings and craft more personalized descriptions in the classroom. This insight suggests that while some challenges remain, there is still considerable room for increased and innovation in how canva is utilized as a learning tool.

4. **Research Implications Based on Findings**

The researcher found the following research implications

a. The use of canva application encourages students to learn

b. By implementing the use of canva application, students creatively use canva application according to the material.

c. Students think critically in increasing their writing advertising text skills using canva application.

The expectations in the lesson plan have been achieved and the problems faced can be resolved. The minimum completeness criteria (MCC) 70 have been achieved by the researcher.

5. **Limitations of Research Findings**

Limitations need to be explained in order to have the same insight as the researcher. The limitations of the researcher findings were:

a. Researcher was limited by students who have not used canva application media well.

b. Researcher was limited by students who are less able to edit advertisement that have been made.

c. Researcher was limited by the weaknesses of some students who were less ability in learning English because of limited abilities

d. Research experiences a gap between expectations.

e. Researcher' limitations in using time

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on data analysis, it shows that the results of the study on student activity during learning in cycle I was 66,6% and in cycle II student activity increased by 83,3% so, the average was 74,95%. The performance indicator set is at least 70% of students actively participating in writing advertising text learning using canva application. Thus, the achievement of student activity completion at the end of cycle II of 100% has met the set completion limit.

Through the steps of using canva application, students can easily understand the use of canva application. This has a positive effect on students in terms of increasing student activity when participating in learning activities. Student activity can increase because they feel happy and think that using canva application as a media is actually not too difficult.

Based on the results of classroom action research carried out in two cycles, through the activity of using canva application, students can use them creatively and help them become confident in writing advertising text, besides that students can also understand their ability to writing advertising text English so that students can increase their abilities through the use of canva application.

From the overall results, it can be seen that the classroom action research conducted from cycle I to the end of cycle II showed an increase in both activity and students' writing advertising text ability in using canva application.

Based on the description above, it can be concluded that the use of media through canva application in writing advertising text learning can be increased activity in the ninth grade of UPTD SMP Negeri 2 Gunungsitoli Alo'oa.

B. Recommendation

Based on the conclusion and research findings, the researcher gave some recommendation as follows:
a. The English Teacher of UPTD SMP Negeri 2 Gunungsitoli Alo'oa is encouraged to continue in implementing Canva Application in their teaching learning process, especially in teaching writing.

b. The students should follow all the procedures of this strategy to gain good result of learning writing.

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