

# CHAPTER I

## INTRODUCTION

### A. Research Background

As technology advances, the use of technology in project-based language learning has become more popular and common in Indonesia. Educators worldwide have devised various ideas to keep the teaching and learning process going despite the lockdown, especially after the covid-19 outbreak. As a result, many learning tools and aids are available to assist students in developing various language skills, including writing abilities. As per Haerazi et al. (2020) and Blake (2011), mobile applications have been extensively used to enhance students' writing skills and self-efficacy. Furthermore, these technologies offers students with digital-age literacy, creativity, higher-order thinking skills, effective communication, and high productivity (Husni & Rahayu, 2022). Canva is one of the most recent online design tools for language learning.

Canva is a visual media resource website that allows users to explore the larger world of language, as well as a repository of authentic materials that are easily accessible (Yundayani et al., 2019). Smaldino (2015) also states that infographics or visuals technology including Canva has multiple purposes, some of them; to make abstract ideas concrete, to repeat the information, to recall previous knowledge. Therefore, educational features provided by Canva is

believed can motivate students to learn English skills including writing. Additionally, it can enhance the learning environment through any amenities offered, influencing the students' focus, memory, and attitude.

Haerazi et al. (2020) defined writing as a communication process that employs a conventional graphic system to convey a message to the reader. Writing requires complex abilities because it demands understanding spelling, grammar, sentences, vocabulary, and structure as writing units. Sufatmi and Aizan (2017) noted that when compared to other English language abilities, writing is one of the most difficult to acquire since it involves broad vision and the ability to think intensively. Writing is another important skill that EFL students in Indonesia must learn for academic purposes, such as writing essays, articles, and theses. Thus, the main reason that writing, particularly English, is difficult to master in Indonesia is the language's background, as both languages have different cultures and grammatical structures (Haerazi et al., 2018).

Al-Qur'an in surah Al-Qalam verse 1 implied that:

نَّ وَالْقَلَمِ وَمَا يَسْطُرُونَ

In the hadith of at – Thabrani:

فَيَدُّوا الْعِلْمَ بِالْكِتَابِ

It is clear from the above verse that Allah exhorts every Muslim to take advantage of the pen's capabilities and writing endeavors in order to advance their

knowledge. Since the revelation, the companion writing has allowed us to interpret the Al-Qur'an as a way of life. Penmanship have a vital role in the production and preservation of the language used for global knowledge of our civilization. In order to ensure validity, prior and new knowledge is also transmitted as written records. This further confirmed by the above hadith, which states that in order to tie knowledge, we should write it down. As a result, writing is now an integral part of our life.

This paragraph's content is in line with the educational idea that says pupils ought to receive instruction in writing alongside spoken language and reading. Writing assignments for students in the classroom will have a more significant educational impact than simply listening to lectures or reading textbooks. Therefore, writing also has become an important part of language development for pupils. The impact of rewriting what has been heard and read will be stronger and more lasting than if it had merely been heard and read. It is conceivable to assume that writing with a pen is a vital learning tool, and that written work produced with a pen represents the advancement of a country and human civilization.

The researcher finds Canva potential as a valuable tool for studying and practicing in the field of education intriguing. The platform's extensive range of features allows for diverse applications in student writing. Users have the ability to create layouts from scratch or start with templates, pre-loaded with thematic fonts, objects, color palettes, text boxes, and platform-specific dimensions. Thus, students can utilize Canva to express their ideas, creativity,

and opinions through writing, such as creating digital visual media, collaborating on group writing project, or sharing their works to their target audience. Another compelling aspect of Canva for academics and educators is its accessibility.

The present study concentrates on investigating the employment of the Canva program in Project-Based activities, as well as the extent to which Canva influences students' writing abilities. There are slight differences in aims from earlier studies, which is comparable to the first and third researches conducted by Hadi, Izzah, and Paulia (2022) and Paulia (2021), the studies focused on measuring the efficacy of Canva application to improve students' writing performance. The second research from Rezkyana and Agustini (2022) mainly investigated the perceptions of both students and teachers toward Canva. While the fourth research, Pentury and Anggraeni (2021), concentrates on the use of Canva as a digital platform in writing lesson to empower students' 21<sup>st</sup> century skills.

Furthermore, the researcher found that an English teacher at SMK Negeri 2 Banjarmasin utilized Canva in project-based activities to enhance her students' writing skills. Therefore, investigating the employment Canva Application in writing projects and the extent effect it has on students' writing performance are the primary subject of this study. The data was gathered after observing the class activity, interviewing the teacher, and collecting related documents (such as the students' project, scores, and assessment). Due to this, the researcher conducted a case study research titled **“Canva Application in**

## **Project-Based Activities to Improve Students' English Writing Skills Ability."**

### **B. Definition of Key Terms**

There are several key terms related to the research:

- 1) Project-Based Learning defined as a classroom activity model that focuses on students. Students participate in a range of activities that involves real-world issues, each of which is intended to test their ability to provide an insightful response. In this research, the PjBL that was being investigated is in the form of writing project integrated with Canva application.
- 2) Writing is the ability to express feelings, messages, or opinions through written language. Thus, require a correct use of grammatical structures with proper vocabularies and good organizations skills. In this case, writing refers to the students' ability to create announcement text.
- 3) Canva is a graphic design website with millions of photos, fonts, and graphics. The Canva in this study refer to Canva as a beneficial technology that empower students in each PjBL steps, includes the roles as a resource, media to express their ideas into a visual media project which in this case, a poster that contain announcement text, and as a presentation tool.

### **C. Research Questions**

This research are going to address two main questions which are:

1. How is the integration of the Canva application in Project-Based activities to improve students' English writing skills ability?
2. To what extent does Canva affect students' English writing ability?

### **D. Research Objectives**

Highlighted in the research question, the goal of this research are:

1. To investigate the integration of Canva application in Project-Based activities to improve students' English writing skills ability
2. To investigate how far canva affects students' English writing ability.

### **E. Research Significance**

The outcomes of this research should have the following beneficial practical and theoretical effects, such as:

- 1) Theoretically

This study should be able to serve as additional theory which involve students' writing ability through using Canva application as a part of project-based learning activity.

## 2) Practically

### a. Teachers

The researchers hope the findings of this study will inspire teachers in creating curriculum or activity to help their students improve their writing skills and motivate them to learn writing through Canva as both resource and visual media.

### b. The Students

The researchers hope this study will encourage and motivate students to improve their writing skills using Canva.

### c. Other Researchers

This study's findings are expected to provide helpful information and serve as references for future research.