

APPENDICES

Appendices I. Transransliteration

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| <p>Surah Al-'Alaq (96:4-5)</p> <p>States:</p> <p>"Who taught by the pen, taught man that which he knew not."</p> | <p>Surah Al-'Alaq (96:4-5)</p> <p><i>Yang mengajar (manusia) dengan pena, Dia mengajarkan manusia apa yang tidak diketahuinya.</i></p> |
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Appendices II. Observation Guidelines

Observation Guidelines

1. General Information

- Observer Name:
- Date of Observation:
- Time of Observation:
- Location: SMAN 1 Anjir Pasar
- Number of Students Observed:
- Other Participants (Teacher, Students)

2. Observation Focus Areas

The observations focus on how Canva-based mind mapping is implemented in writing instruction and how it influences students' engagement, collaboration, and writing development.

A. Pre-Implementation Stage

- Does the teacher introduce the concept of mind mapping before using Canva?
 - Yes, clearly explained
 - Briefly explained
 - Not explained
- Does the teacher explain the purpose and benefits of using Canva in writing activities?
 - Yes, in detail
 - Briefly

- Not explained
- Are students familiar with Canva before the implementation?
 - Most students are familiar
 - Some students are familiar
 - Most students are unfamiliar
- Has the school provided supporting facilities (e.g., Canva Belajar ID accounts)?
 - Yes
 - No
- How do students respond to the initial explanation?
 - Very enthusiastic
 - Moderately interested
 - Passive

B. Learning Activities and Teacher Strategies

- Does the teacher use a warm-up activity before the lesson?
 - Yes
 - No
- What kind of warm-up activity is used?
 - Web-based game
 - Question and answer session
 - Discussion

- Other: _____
- Does the teacher divide students into groups?
 - Yes
 - No
- How are groups formed?
 - Using Wordwall
 - Randomly
 - Teacher-assigned
 - Student choice
- Does the teacher explain the task instructions clearly?
 - Very clearly
 - Somewhat clearly
 - Unclear
- Does the teacher monitor and guide students during group work?
 - Actively
 - Occasionally
 - Rarely

C. Student Collaboration in Canva-Based Mind Mapping

- How do students work in their groups?
 - Collaborative editing through Canva link sharing
 - Role distribution among members

- Taking turns using one device
 - Working individually within the group
- Are students actively discussing and sharing ideas?
 - Very active
 - Moderately active
 - Limited discussion
- Do students help each other during the activity?
 - Frequently
 - Sometimes
 - Rarely
- Are all students involved in the task?
 - All students actively participate
 - Most students participate
 - Some students remain passive

D. Use of Canva Features

- Which Canva features are used by students?
 - Templates
 - Colors
 - Icons
 - Images
 - Text boxes

- Sharing feature
- Do students experience difficulty choosing templates?
 - Yes
 - No
- Do visual elements help students organize ideas?
 - Very helpful
 - Somewhat helpful
 - Not helpful

E. Presentation Activities

- Do students present their mind maps to the class?
 - Yes
 - No
- Are students able to explain their mind maps clearly?
 - Clearly and confidently
 - Somewhat clearly
 - With difficulty
- Does the teacher ask follow-up questions?
 - Yes
 - No
- How is the overall quality of the mind map design?
 - Excellent

- Good
- Fair
- Poor

F. Impact on Writing Development

- Does mind mapping help students generate ideas?
 - Very helpful
 - Somewhat helpful
 - Not helpful
- Does mind mapping help students organize ideas before writing?
 - Very helpful
 - Somewhat helpful
 - Not helpful
- Do students appear more confident in writing after creating mind maps?
 - Yes, significantly
 - Somewhat
 - No noticeable change
- Are students' texts more structured and coherent?
 - Clearly improved
 - Slightly improved
 - No improvement

G. Challenges in Implementation

- What difficulties do students experience?
 - Internet connection problems
 - Limited devices
 - Difficulty using Canva
 - Difficulty choosing templates
 - Passive group members
 - Limited time
 - Other: _____
- Do these challenges affect the writing process?
 - Significantly
 - Moderately
 - Minimally
- How do students overcome these difficulties?
 - Asking friends
 - Asking the teacher
 - Using alternative devices
 - Simplifying the design

H. Student Responses and Motivation

- How do students feel about using Canva-based mind mapping?
 - Very interested
 - Interested

- Neutral
 - Uninterested
- Are students more motivated to participate in writing activities?
 - Highly motivated
 - Moderately motivated
 - Low motivation
- Do students appear more confident in expressing ideas?
 - Yes
 - Somewhat
 - No

Appendices III. Interview Guidelines

Interview Guideline for Students

| No. | Interview Question | Participant's Response |
|-----|---|------------------------|
| 1. | <p>Implementation of Canva-Based Mind Mapping in Writing Activities:</p> <p>a. How do you feel when learning to write using mind mapping created in Canva?</p> <p>b. What do you think about using Canva as a medium for creating mind maps before writing a text?</p> <p>c. Does using Canva to create mind maps help improve your writing ability? Why or why not?</p> | |
| 2. | <p>Planning and Idea Development:</p> <p>a. How does Canva help you during the planning stage before writing?</p> <p>b. Does the mind map you create in Canva make it easier to find and develop ideas for your writing?</p> <p>c. After using Canva-based mind mapping, is your writing more organized and coherent?</p> | |
| 3. | <p>Understanding Text Structure and Building Confidence:</p> | |

| | | |
|----|--|--|
| | <p>a. Does Canva-based mind mapping help you understand text structure better?</p> <p>b. Do colors, icons, and images in Canva help you think more clearly when planning your writing?</p> <p>c. Do you feel more confident when writing after first creating a mind map in Canva?</p> | |
| 4. | <p>Overall Perception:</p> <p>a. What is your opinion about using Canva as a mind mapping tool in writing lessons?</p> | |

Interview Guideline for Students

| No | Interview Question | Participant's Response |
|----|---|------------------------|
| 1. | <p>Benefits of Using Canva-Based Mind Mapping:</p> <p>a. What benefits do you experience when using Canva to create mind maps?</p> <p>b. Does Canva help you organize and group your ideas more easily?</p> <p>c. After creating a mind map in Canva, is your writing process clearer and more directed?</p> | |
| 2. | <p>Impact on Writing Quality and Efficiency:</p> <p>a. Does Canva help save time when planning</p> | |

| | | |
|----|---|--|
| | <p>your writing?</p> <p>b. Do you think the quality of your writing improves after using Canva-based mind mapping?</p> | |
| 3. | <p>Challenges in Using Canva:</p> <p>a. What difficulties do you experience when using Canva to create mind maps?</p> <p>b. Do you experience technical problems, such as internet connection issues or limited devices?</p> <p>c. Which part of creating a mind map in Canva is the most difficult for you?</p> | |
| 4. | <p>Overcoming Difficulties:</p> <p>a. Do the difficulties you experience affect your writing process? How?</p> <p>b. How do you overcome these difficulties so that you can continue writing using Canva-based mind mapping?</p> | |

Appendices IV. Observation Result

A. Sejarah singkat SMAN 1 Anjir Pasar

SMAN 1 Anjir Pasar merupakan sekolah menengah atas negeri yang terletak di Kecamatan Anjir Pasar, Kabupaten Barito Kuala. Sekolah ini didirikan pada tanggal 16 Mei 1997 berdasarkan Surat Keputusan Menteri Pendidikan dan Kebudayaan Nomor 107/O/1997. Sejak berdiri, SMAN 1 Anjir Pasar telah menjadi salah satu lembaga pendidikan yang berperan penting dalam memberikan layanan pendidikan menengah bagi masyarakat di wilayah Anjir Pasar dan sekitarnya.

Dalam perkembangannya, SMAN 1 Anjir Pasar terus berupaya meningkatkan kualitas pendidikan melalui pengembangan sarana dan prasarana, peningkatan kompetensi tenaga pendidik, serta pelaksanaan berbagai program akademik dan nonakademik. Saat ini, sekolah memiliki 472 peserta didik yang dibimbing oleh guru-guru profesional di bidangnya. Dengan komitmen untuk menciptakan lingkungan belajar yang kondusif, SMAN 1 Anjir Pasar berupaya menghasilkan lulusan yang berprestasi, berkarakter, dan siap menghadapi tantangan masa depan.

B. Profil SMAN 1 Anjir Pasar

| | |
|---------------------------|---------------------------------------|
| NPSN | 30301093 |
| Nama Sekolah | SMAN 1 ANJIR PASAR |
| Naungan | Kementerian Pendidikan dan Kebudayaan |
| Tanggal Berdiri | 16 Mei 1997 |
| No. SK Pendirian | 107/O/1997 |
| Tanggal Operasional | 16 Mei 1997 |
| No. SK Operasional | 107/O/1997 |
| Jenjang Pendidikan | SMA |
| Status Sekolah | Negeri |
| Akreditasi | A |
| Tanggal Akreditasi | 25 November 2017 |
| No. SK Akreditasi | 239/KEP/BAPSM/XI/KU/27 |
| Sertifikasi | Belum Bersertifikat |
| Alamat | JL.TRANS KALIMANTAN KM.28 |
| Desa / Kelurahan | Anjir Pasar Kota Ii |
| Kecamatan / Kota(LN) | Kec. Anjir Pasar |
| Kab. / Kota / Negara (LN) | Kab. Barito Kuala |
| Provinsi / LN | Kalimantan Selatan |
| Email | anjirpasarsman1@yahoo.co.id |
| Website | www.smananjirpasar.sch.id |
| Kepala Sekolah | Rahmat Fadilah, S.Pd, MM |
| Operator | Ainah |

C. Visi Misi Sekolah

1. Visi

Adapun visi SMAN 1 Anjir Pasar adalah: **“Terwujudnya generasi yang beriman, bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, unggul dan tangguh”**

2. Misi

Untuk mencapai VISI tersebut, SMA Negeri 1 Anjir Pasar mengembangkan misi sebagai berikut:

- Terwujudnya pembinaan mental/rohani siswa melalui sholat berjema'ah, ceramah agama, bimbingan baca tulis dan seni Al-Qur'an, kelompok studi islam serta kegiatan-kegiatan keagamaan lainnya.
- Terwujudnya pengembangan program bimbingan/pengayaan belajar yang efektif sehingga setiap siswa mampu berkembang secara optimal sesuai dengan potensi yang dimiliki.
- Terwujudnya kegiatan yang dapat menumbuhkan akhlak yang mulia
- Terwujudnya program bimbingan/pengayaan yang efektif bidang IPTEK dan Bahasa Inggris untuk meningkatkan kualitas sumber daya manusia.
- Terwujudnya pelaksanaan pembinaan olahraga dan kesenian.
- Terwujudnya kegiatan kesiswaan yang dapat menumbuhkan semangat peduli lingkungan.
- Terwujudnya penerapan manajemen partisipatif dengan melibatkan seluruh warga sekolah dan komite sekolah.
- Terwujudnya semangat kewirausahaan seluruh warga sekolah.
- Terwujudnya lulusan yang dapat bersaing di masa yang akan datang.

Appendices V. Documentation



Weekly Schedule – Unit 3: Hortatory Exposition (Netiquette)

| Week Meeting | Focus Activity | Main Activities | Product/Output |
|----------------|---|--|--|
| Week Meeting 1 | Introduction to Hortatory Exposition & Netiquette + Group Formation | <ul style="list-style-type: none"> - Reading sample text - Identifying text structure (Thesis, Arguments, Recommendation) - Analyzing language features - Forming 6 groups (each 5-6 students) - Group discussion on netiquette issues (cyberbullying, hoaxes, privacy) | Text analysis worksheet + group list |
| Week Meeting 2 | Brainstorming & Text Outline + Mind Map | <ul style="list-style-type: none"> - Brainstorming ideas - Creating text outline - Transforming outline into a group mind map - Each group writes a draft hortatory exposition text | Draft outline + group mind map |
| Week Meeting 3 | Writing & Presentation | <ul style="list-style-type: none"> - Group presentation of their text - Q&A session with peers - Researcher (student teacher/mahasiswa) conducts interviews with students about their learning experience | Group draft text + oral presentation |
| Week Meeting 4 | Interview & Reflection | <ul style="list-style-type: none"> - Reflection on applying netiquette in daily life | Interview transcripts + reflection notes |

Appendices VI. Sempro Letter



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
 Web: <https://tbi.uin-antasari.ac.id>

SURAT KETERANGAN

Nomor: B-53/Un.14/III.1.f/PP.00.9/04/2025

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Maulida Rahmah
 N I M : 220101030833
 Jurusan/Prodi : Tadris Bahasa Inggris
 Alamat : Anjir Pasar, Kab. Barito Kuala.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“EXPLORING IMPLEMENTATION OF USING CANVA FOR MIND MAPPING ON
 STUDENTS WRITING SKILL DEVELOPMENT”**

Pada Hari/Tanggal : Selasa, 18 Maret 2025
 Tempat : Ruang TBI 2.28 (SAC)

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 09 April 2025

Ketua,



 Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

Appendices VII. Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3265426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 0040 /Un.14/III.1/PP.00.9/01/2026 05 Januari 2026
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

Yth.Kepala SMAN 1 ANJIR PASAR
Kabupaten Barito Kuala

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Maulida Rahmah
NIM : 220101030833
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Kec. Anjir Pasar, Kab. Barito Kuala, Prov. Kalimantan Selatan
No HP : 087896393017

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Banjarmasin, 05 Januari 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S, Ag.,M.Pd.I.
NIP 197212112008011009

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan

Appendices VIII. Research Completion Letter



PEMERINTAH PROVINSI KALIMANTAN SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 ANJIR PASAR
Jalan Trans Kalimantan Km.28 Anjir Pasar Telpn 08115170261 Kode Pos 70565
Laman <http://www.sman1anjirpasar.sch.id> Surel anjirpasarsman1@yahoo.co.id
BARITO KUALA



SURAT KETERANGAN SELESAI PENELITIAN
NOMOR : 400.5.8.2 / 168 / SMAN 1 – AP / 2026

Saya yang bertanda tangan di bawah ini :

Nama : Harianto, S.Pd, M. I.Kom
NIP : 19680126 199802 1 004
Pangkat / Gol.Ruang : Pembina Tk. I / IV B
Jabatan : Kepala Sekolah
Unit Kerja : SMAN 1 Anjir Pasar

Dengan ini menerangkan dengan sebenar-benarnya bahwa :

Nama : **Maulida Rahmah**
NIM : 220101030833
Perguruan Tinggi : UIN Antasari Banjarmasin
Jurusan/Fakultas : Tarbiyah dan Keguruan (UIN Antasari Banjarmasin)
Program Studi : Tadris Bahasa Inggris
Judul Penelitian/Skripsi : "Exploring Implementation of Using Canva For Mind Mapping on Students Writing Skill Development"

Telah melaksanakan penelitian di SMA Negeri 1 Anjir Pasar pada tanggal 20 Januari 2026 s.d 10 Februari 2026

Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Anjir Pasar, 10 Februari 2026

Kepala Sekolah



Harianto, S.Pd, M.I.Kom
Pembina Utama Muda
NIP 19680126 199802 1 004









Appendices IX. Thesis Consultation Notes

CONSULTATION

Name : Maulida Rahmah

Title : “ Exploring Implementation of Using Canva for Mind Mapping on Students
Writing Skill Development”

Supervisor : Hj.Nani Hizriani, MA,

| No | Day / Date | Suggestion/ Comment | Signature |
|----|----------------------------|---|---|
| 1 | 02 July 2025 (Offline) | <ul style="list-style-type: none"> Ensure that each chapter follows thesis writing guidelines Chapter II should involve instruments. |  |
| 2 | 16 July 2025 (Offline) | <ul style="list-style-type: none"> Each paragraph with clear introductory topic sentence. Use transition phrases to introduce each new paragraph. |  |
| 3 | 21 August 2025 (Offline) | <ul style="list-style-type: none"> Apply simple present for general fact and theories. Use simple past for reporting research findings accurately |  |
| 4 | 16 December 2025 (Offline) | <ul style="list-style-type: none"> Insert relevant theoretical framework to support your argument. Connect each theory to your RQ |  |
| 5 | 23 January 2026 (Offline) | <ul style="list-style-type: none"> Delete RQ from chapter IV finding section. Present result only without restating RQ again. |  |
| 6 | 05 March 2026 (Offline) | <ul style="list-style-type: none"> Create separate subsection for challenges section with benefits in findings Do not combine challenges section with benefits in findings. |  |
| 7 | 23 April 2026 (Offline) | <ul style="list-style-type: none"> Check theory and relate findings in your analysis. |  |
| 8 | 06 May 2026 (Offline) | <ul style="list-style-type: none"> Remove subtopic not related to your research question. Focus discussion only on answering your research question. |  |

CURRICULUM VITAE

1. Full Name : Maulida Rahmah
2. SRN : 220101030833
3. Place and Date of Birth : Bintang Siang, 30 Mei 2004
4. Address : Anjir Pasar, Kab. Barito Kuala, Prov.
Kalimantan Selatan
5. Phone Number : 082352760010
6. Email : maulidarahmah4u@gmail.com
7. Organization : a. ESA Antasari 2023-2024
b. UKK Menwa 2025-2026
8. Work experience : a. Admin Lapangan PT. Chantika Putri Mandiri
(14 Oktober 2025 - 05 Januari 2026)
9. Non-Academic Achievement : a. Juara I Lomba Desain Grafis Kategori Menwa
Se-Kalsel
10. Experience : a. Pelatihan Bela Negara dan Pendidikan Dasar
Resimen Mahasiswa TA. 2023

Banjarmasin, 25 May 2026



Writer