

THE USE OF CANVA APPLICATION TO TEACH WRITING PROCEDURE TEXT IN THE FIRST GRADE OF JUNIOR HIGH SCHOOL

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Abstract

The research paper is entitled “The Use of Canva Application to Teach Writing Procedure Text in The First Grade of Junior High School”. Therefore, this paper was written to know whether or not canva application is significantly better than the conventional method and to know the students’ responses to the use of canva application in teaching writing procedure text. This research was conducted in the first semester of first grade of SMP SAIS 1 Kab. Bandung in the academic year of 2024/2025. This used quasi experimental design and the total sample in this research was 48 students that were taken from two classes. In collecting the data, the researcher used instruments pre-test, post-test, and questionnaire. After giving the post-test, the researcher analyzed the data by using the formula of t-test for independent groups. With the $df = N_1 + N_2 - 2 = 48 - 2 = 46$, at $P = 0.05$ of two tailed significance, the critical value of t is 2.009. As the value of t is higher than that of the t critical ($5.384 > 2.009$), therefore H_0 is rejected and H_a is accepted. This research also analyzed the data using dependent test. With the $df = N(N - 1) = 24(24 - 1) = 23$, at $P = 0.05$ of two tailed significance, the critical value of t ($9.778 > 2.064$). Therefore, Null Hypotheses (H_0) is rejected and Alternative Hypotheses (H_a) is Accepted. This means that the using of canva application in teaching writing procedure text is effective. Additionally, the students’ responses to the use of canva application in teaching writing procedure text are good and positive.

Key Words: *canva application, writing, procedure text*

Abstrak

Makalah penelitian ini berjudul “Penggunaan Aplikasi Canva untuk Mengajarkan Menulis Teks Prosedur di Kelas Satu SMP”. Oleh karena itu, makalah ini ditulis untuk mengetahui apakah aplikasi Canva secara signifikan lebih baik daripada metode konvensional dan untuk mengetahui tanggapan siswa terhadap penggunaan aplikasi Canva dalam pengajaran menulis teks prosedur. Penelitian ini dilakukan pada semester pertama kelas satu SMP SAIS 1 Kab. Bandung pada tahun akademik 2024/2025. Ini menggunakan desain eksperimen semu dan total sampel dalam penelitian ini adalah 48 siswa yang diambil dari dua kelas. Dalam pengumpulan data, peneliti menggunakan instrumen pre-test, post-test, dan kuesioner. Setelah memberikan post-test, peneliti menganalisis data dengan menggunakan rumus uji-t untuk kelompok independen. Dengan $df = N_1 + N_2 - 2 = 48 - 2 = 46$, pada $P = 0,05$ dengan signifikansi dua sisi, nilai kritis t adalah 2,009. Karena nilai t lebih tinggi daripada t kritis ($5,384 > 2,009$), maka H_0 ditolak dan H_a diterima. Penelitian ini juga menganalisis data menggunakan uji dependen. Dengan $df = N(N - 1) = 24(24 - 1) = 23$, pada $P = 0,05$ dengan signifikansi dua sisi, nilai kritis t ($9,778 > 2,064$). Oleh karena itu, Hipotesis Nol (H_0) ditolak dan Hipotesis Alternatif (H_a) Diterima. Ini berarti bahwa penggunaan aplikasi Canva dalam pengajaran menulis teks prosedur efektif. Selain itu, respons siswa terhadap penggunaan aplikasi Canva dalam pengajaran menulis teks prosedur baik dan positif.

Kata Kunci: *aplikasi Canva, menulis, teks prosedur*

INTRODUCTION

In modern life, it is evident that writing abilities are needed. It is not too much to say that writing skills are a characteristic of an educated person or an educated nation. Teaching writing includes building awareness that writing is reader-dependent and the quality of the reader's response determines the success of written communication. According to Rahayu & Kusnandar (2022, p.129), the purpose of writing instruction is to guarantee that students can write successfully in both academic and social settings. To acquire the necessary abilities, knowledge, and comprehension, students must study writing and learn via writing.

One of the written communications that can be used to convey intent to readers or others is the use of procedure text. The use of procedure texts can be found in everyday life. Therefore, learning to write procedure text is very important to be taught to students at school so that students have good and correct writing skills and as a provision in social life.

Writing procedure text is one of the writing competencies that students must produce or perform. We use various types of texts in our daily lives. Usually, we read texts about how to operate a new item, how to prepare or make something, how to act in some situations such as schools, companies, and communities, and how to get to a place. These types of texts are called procedure texts (Khanza & Nufus, 2019).

Based on Rosandra's research (2022, p.8), she explained that some students did not create texts with correct grammar and structure. And based on my experience teaching at school, they experience confusion in writing because of difficulty in generating ideas, constructing sentences according to grammar, and constructing text according to the rules of the text. They also lack vocabulary, which makes it difficult to choose words or construct effective sentences.

From some of the problems or difficulties of students that have been described, therefore the researcher organizes a solution, namely by using Canva Application as a learning medium. According to Fitria (2023, p.161), Canva is an online-based application by providing attractive designs in the form of templates, features, and categories provided in it. With various and interesting designs, it makes the learning process less boring. Canva application is an interactive learning media that is able to make students active and creative to pour their writing ideas into a graphic design. This visual media is useful to encourage students' interest in writing and can also be used by teachers as a teaching and learning media. Canva as a technology-based language teaching tool is believed to motivate students to learn English skills including writing.

Based on the background description, it is necessary to conduct research with the title "The Use of Canva Application to Teach Writing Procedure Text in the First Grade of Junior High School".

METHOD

Research Design

This research refers to a quantitative research approach. This type of research design used in this research is Quasi Experimental Design. According to Cresswell (2012, p. 21), a quasi-experimental design (also called an intervention study or group comparison study) is a procedure in quantitative research in which the researcher determines whether an activity or material makes a difference in the outcome for participants.

In this study, the researcher took two classes. One as the experimental group and the other one as the control group. Before being given treatment, both the experimental group and the control group were given a test, namely a pretest, with the intention of knowing the state of the experimental group and the control group and making sure that the two groups are not significantly different in their ability before treatment. Then after being given treatment, the experimental group and the control groups were given a test, namely the posttest, to determine

the state of the group after the treatment, or in other words, to know the effect of the independent variable in the treatment.

Quasi Experiment Research Design

Pre- and Post test Design		Time	
Control Group	Pre-Test	No Treatment	Post-Test
Experimental Group	Pre-Test	Experimental Treatment	Post-Test

Population and Sample

Population is a group of individuals who have the same characteristic (Cresswel, 2012, p. 142). The population of this research was VII A, VII B, VII C of SMP SAIS 1 Kab. Bandung in 2023-2024 academic years. Each class had 24 students, so the total population was 72 students.

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Cresswel, 2012, p. 142). The researcher takes two classes as the sample. The first class is VII A as the experimental group. And the second class is VII C as the control group. Each class has 24 students so the total sample of this study is 48 students, by using purposive sampling technique. Purposive sampling is taken on the basis of the researcher's certain purpose in doing the research.

Research Instrument

Instrument is a tool for measuring, observing, or documenting quantitative data (Cresswel, 2012, p. 151). The instruments use in this research are writing test and questionnaire. The test is divided into two parts, there are pre-test and post-test. Both tests are used to measure students' ability in writing recount texts.

Data Analysis

The data analysis on this research will involve the result from writing test and questionnaire.

1. The Test

The results obtained from the test are processed using a t-test for independent groups, following these steps:

- Calculate $\bar{X}_1$
- Calculate $\bar{X}_2$
- Calculate $\sum X_1^2$
- Calculate $\sum X_2^2$
- Calculate $(\sum X_1)^2$
- Calculate $(\sum X_2)^2$
- Obtain the number of scores in each group
 N_1 = the number of scores in group 1
 N_2 = the number of scores in group 2
- Enter the values obtained steps 1-7 into the formula for the t-test :

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{N_1}}{N_1} + \frac{\sum X_2^2 - \frac{(\sum X_2)^2}{N_2}}{N_2} \right) \frac{1}{N_1 + N_2 - 2}}} \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)$$

(Coolidge, 2006)

Descriptions:

$\bar{X}_1$	= the mean of the scores of the first group
$\bar{X}_2$	= the mean of the scores of the second group
ΣX_1^2	= the sum of the squares of the first group
ΣX_2^2	= the sum of the squares of the second group
$(\Sigma X_1)^2$	= the squares of the sum of the scores of the first group
$(\Sigma X_2)^2$	= the squares of the sum of the scores of the second group
N_1	= the total number of scores in the first group
N_2	= the total number of scores in second group

2. Questionnaire

The data analysis on the questionnaire in this research is using percentage formula as follow:

Descriptions:

$$X = \frac{y}{z} \times 100\% \quad -$$

X = percentage of re

y = given amount (to

z = total amount (to

After the percentage i
calculation criteria.

Intensity Level I
0%
1-25%
26-49%
50%
51-75%
76-99%
100%

RESULTS AND DISCUSSION

Results of Pre-Test

After the data were obtained, the researcher calculated the students' pre-test scores using the t-test formula. The data were organized in tabular form to facilitate calculations, as shown in the following table:

The Computation of Students' Pre-Test Score

No	Experimental Group			Control Group		
	Sample	X ₁	X ₁ ²	Sample	X ₂	X ₂ ²
1	Student 1	70	4900	Student 1	39	1521
2	Student 2	70	4900	Student 2	65	4225
3	Student 3	66	4356	Student 3	73	5329
4	Student 4	65	4225	Student 4	65	4225
5	Student 5	74	5476	Student 5	45	2025
6	Student 6	75	5625	Student 6	78	6084
7	Student 7	25	625	Student 7	62	3844
8	Student 8	70	4900	Student 8	72	5184
9	Student 9	63	3969	Student 9	25	625
10	Student 10	72	5184	Student 10	31	961
11	Student 11	75	5625	Student 11	60	3600
12	Student 12	77	5929	Student 12	64	4096
13	Student 13	77	5929	Student 13	58	3364
14	Student 14	73	5329	Student 14	75	5625
15	Student 15	75	5625	Student 15	71	5041
16	Student 16	69	4761	Student 16	79	6241
17	Student 17	72	5184	Student 17	59	3481
18	Student 18	66	4356	Student 18	35	1225
19	Student 19	50	2500	Student 19	63	3969
20	Student 20	50	2500	Student 20	74	5476
21	Student 21	50	2500	Student 21	38	1444
22	Student 22	61	3721	Student 22	52	2704
23	Student 23	69	4761	Student 23	65	4225
24	Student 24	64	4096	Student 24	56	3136
Σ		$\Sigma X_1 = 1578$	$\Sigma X_1^2 = 106,976$	Σ	$\Sigma X_2 = 1404$	$\Sigma X_2^2 = 87,650$

From the data above, the researcher did some steps to compute the data using t-test formula, the steps are:

Step 1: Calculate the $\bar{X}_1$ (the sum of mean of experimental group)

$$\bar{X}_1 = \frac{\Sigma X_1}{N_1} = \frac{1578}{24} = 65.7$$

Step 2: Calculate the $\bar{X}_2$ (the sum of mean of control group)

$$\bar{X}_2 = \frac{\Sigma X_2}{N_2} = \frac{1404}{24} = 58.5$$

Step 3: Calculate the ΣX_1^2 (the sum of the square of experimental group)

$$\Sigma X_1^2 = 106.976$$

Step 4: Calculate the ΣX_2^2 (the sum of the square of the control group)

$$\Sigma X_2^2 = 87.650$$

Step 5: Calculate the $(\Sigma X_1)^2$ (the square of the sum of the scores of the experimental group)

$$(\Sigma X_1)^2 = (1578)^2$$

$$(\Sigma X_1)^2 = 2,490,084$$

Step 6: Calculate the $(\Sigma X_2)^2$ (the square of the sum of the scores of the control group)

$$(\Sigma X_2)^2 = (1404)^2$$

$$(\Sigma X_2)^2 = 1,971,216$$

Step 7: Calculate the Df (sum the number of experimental and control group)

$$N_1 = 24$$

$$N_2 = 24$$

$$Df = N_1 + N_2 - 2$$

$$Df = 24 + 24 - 2$$

$$Df = 46$$

Step 8: Enter the values obtained in steps 1-7 into the formula for the t-test

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{\Sigma X_1^2 - \frac{(\Sigma X_1)^2}{N_1}}{N_1 + N_2 - 2} + \frac{\Sigma X_2^2 - \frac{(\Sigma X_2)^2}{N_2}}{N_1 + N_2 - 2} \right) \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$t = \frac{65.7 - 58.5}{\sqrt{\left(\frac{106,976 - \frac{(1578)^2}{24}}{24 + 24 - 2} + \frac{87,650 - \frac{(1404)^2}{24}}{24 + 24 - 2} \right) \cdot \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$t = \frac{7.2}{\sqrt{\left(\frac{106,976 - \frac{(2,490,084)}{24}}{46} + \frac{87,650 - \frac{(1,971,216)}{24}}{46} \right) \cdot \left(\frac{1}{12} \right)}}$$

$$t = \frac{7.2}{\sqrt{(\sqrt{\frac{106,976 - 103,754 + 87,650 - 82,134}{46}}) \cdot (\frac{1}{12})}}$$

$$t = \frac{7.2}{\sqrt{(\sqrt{\frac{3,222 + 5,516}{46}}) \cdot (\frac{1}{12})}} t = \frac{7.2}{\sqrt{(\sqrt{\frac{8,738}{46}}) \cdot (\frac{1}{12})}} t = \frac{7.2}{\sqrt{(189.9) \cdot (\frac{1}{12})}}$$

$$t = \frac{7.2}{\sqrt{15.8}} = \frac{7.2}{3.9} = 1.846$$

T-test value = 1.846

Step 9: Interpret the result of computation

From the calculation above, the researcher obtains the t-test value is 1.846, where t-table at $p = 0.05$ with $Df = N_1 + N_2 - 2 = 24 + 24 - 2 = 46$ at the level of significance 1.846 for two tailed is 2.009. Then the researcher can observe that the t-test is lower than t-table ($1.846 < 2.009$), this means that there is no significance difference between experimental and control group at the beginning of the study or before the treatments were given. Then the researcher may take the next step for giving the treatment for the experimental group.

Result of Post-test

After the data were obtained, the researcher calculated the students' post-test scores using the t-test formula. The data were organized in tabular form to facilitate calculations, as shown in the following table:

The Computation of Students' Post-Test Score

No	Experimental Group			Control Group		
	Sample	X_1	X_1^2	Sample	X_2	X_2^2
25	Student 1	90	8100	Student 1	72	5184
26	Student 2	93	8649	Student 2	66	4356
27	Student 3	84	7056	Student 3	88	7744
28	Student 4	88	7744	Student 4	90	8100
29	Student 5	83	6889	Student 5	74	5476
30	Student 6	81	6561	Student 6	98	9604
31	Student 7	85	7225	Student 7	81	6561
32	Student 8	91	8281	Student 8	44	1936
33	Student 9	96	9216	Student 9	53	2809
34	Student 10	82	6724	Student 10	71	5041
35	Student 11	96	9216	Student 11	73	5329
36	Student 12	91	8281	Student 12	78	6084
37	Student 13	91	8281	Student 13	63	3969
38	Student 14	96	9216	Student 14	94	8836
39	Student 15	96	9216	Student 15	67	4489
40	Student 16	86	7396	Student 16	55	3025
41	Student 17	84	7056	Student 17	59	3481
42	Student 18	80	6400	Student 18	77	5929
43	Student 19	75	5625	Student 19	82	6724
44	Student 20	85	7225	Student 20	75	5625
45	Student 21	81	6561	Student 21	52	2704
46	Student 22	88	7744	Student 22	75	5625

47	Student 23	92	8464	Student 23	58	3364
48	Student 24	94	8836	Student 24	63	3969
Σ		$\Sigma X_1 = 2,108$	$\Sigma X_1^2 = 185,962$	Σ	$\Sigma X_2 = 1,708$	$\Sigma X_2^2 = 125,964$

From the data above, the researcher did some steps to compute the data using t-test formula, the steps are:

Step 1: Calculate the $\bar{X}_1$ (the sum of mean of experimental group)

$$\bar{X}_1 = \frac{\Sigma X_1}{N_1} = \frac{2108}{24} = 87.8$$

Step 2: Calculate the $\bar{X}_2$ (the sum of mean of control group)

$$\bar{X}_2 = \frac{\Sigma X_2}{N_2} = \frac{1708}{24} = 71.1$$

Step 3: Calculate the ΣX_1^2 (the sum of the square of experimental group)

$$\Sigma X_1^2 = 185,962$$

Step 4: Calculate the ΣX_2^2 (the sum of the square of the control group)

$$\Sigma X_2^2 = 125,964$$

Step 5: Calculate the $(\Sigma X_1)^2$ (the square of the sum of the scores of the experimental group)

$$(\Sigma X_1)^2 = (2108)^2$$

$$(\Sigma X_1)^2 = 4,443,664$$

Step 6: Calculate the $(\Sigma X_2)^2$ (the square of the sum of the scores of the control group)

$$(\Sigma X_2)^2 = (1708)^2$$

$$(\Sigma X_2)^2 = 2,917,264$$

Step 7: Calculate the Df (sum the number of experimental and control group)

$$N_1 = 24$$

$$N_2 = 24$$

$$Df = N_1 + N_2 - 2$$

$$Df = 24 + 24 - 2$$

$$Df = 46$$

Step 8: Enter the values obtained in steps 1-7 into the formula for the t-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\Sigma X_1^2 - \frac{(\Sigma X_1)^2}{N_1}}{N_1 + N_2 - 2} + \frac{\Sigma X_2^2 - \frac{(\Sigma X_2)^2}{N_2}}{N_1 + N_2 - 2} \right) \cdot \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$t = \frac{87.8 - 71.1}{\sqrt{\left(\frac{185,962 - \frac{(2108)^2}{24}}{24 + 24 - 2} + \frac{125,964 - \frac{(1708)^2}{24}}{24 + 24 - 2} \right) \cdot \left(\frac{1}{24} + \frac{1}{24} \right)}}$$

$$t = \frac{16.7}{\sqrt{\left(\frac{185,962 - \frac{(4,443,664)}{24}}{46} + \frac{125,964 - \frac{(2,917,264)}{24}}{46} \right) \cdot \left(\frac{1}{12} \right)}}$$

$$t = \frac{16.7}{\sqrt{(\sqrt{\frac{185,962 - 185,153 + 125,964 - 121,553}{46}}) \cdot (\frac{1}{12})}}$$

$$t = \frac{16.7}{\sqrt{(\sqrt{\frac{809 + 4,411}{46}}) \cdot (\frac{1}{12})}} t = \frac{16.7}{\sqrt{(\sqrt{\frac{5,220}{46}}) \cdot (\frac{1}{12})}} t = \frac{16.7}{\sqrt{(113.4) \cdot (\frac{1}{12})}}$$

$$t = \frac{16.7}{\sqrt{9.4}} = \frac{16.7}{3.1} = 5.387$$

T-test value = 5.387

Step 9: Interpret the result of computation

With the $df = N_1 + N_2 - 2 = 24 + 24 - 2 = 46$, at $p = .05$ of two-tailed, the critical value of t is 5.387. As the value of the derived t (t_o) is bigger than that of the critical t (t -table) $\rightarrow 5.387 > 2.009$, the Null Hypothesis (H_o) is rejected, and the Alternative Hypothesis (H_a) is accepted, stating that there is significant difference in the result between canva application as learning media and the conventional method in teaching writing procedure text to the first grade of SMP Sais Kab.Bandung. This means that Canva Application as a means of teaching writing procedure text to the first grade of SMP Sais Kab.Bandung has significantly better result than the conventional method. This also means that this technique is effective.

Result of Questionnaire

The researcher gave a questionnaire to the sample of the experimental group after the post-test was completed. The results of the questionnaire were then converted into percentages as follows:

Percentage Result of Questionnaire

No	Statement (Pernyataan)	Responses (Jawaban)	
		YES	NO
1.	English is easy to learn (Bahasa Inggris mudah dipelajari)	20 83%	4 17%
2.	Learning English is fun (Belajar Bahasa Inggris itu menyenangkan)	23 96%	1 4%
3.	Learning English will be useful for life (Belajar Bahasa Inggris akan bermanfaat untuk kehidupan)	24 100%	0 0%
4.	Writing is important (Menulis itu penting)	24 100%	0 0%
5.	Writing helps me express the ideas (Menulis membantunya mengemukakan ide)	24 100%	0 0%
6.	I know about the Procedure Text (Saya mengetahui tentang Teks Prosedur)	21 88%	3 12%
7.	Learning Procedure Text is easy (Belajar Teks Prosedur itu mudah)	19 79%	5 21%

8.	Writing Procedure Text helps me know how to make or use something (Menulis Teks Prosedur membuat saya mengetahui cara membuat atau menggunakan sesuatu)	24 100 %	0 0%
9.	I know about Canva Application (Saya mengetahui tentang Aplikasi Canva)	21 88%	3 12 %
10.	I am excited when I learn to use Canva Application (Saya bersemangat ketika belajar menggunakan Aplikasi Canva)	21 88%	3 12 %
11.	Canva Application helps me in finding ideas (Aplikasi Canva membantu saya dalam menemukan ide-ide)	23 96%	1 4%
12.	I can write procedure text easily after the teacher using Canva as teaching media (Saya dapat menulis teks prosedur dengan mudah setelah guru menggunakan Canva sebagai media pembelajaran)	23 96%	1 4%
13.	Canva Application makes me more creative in writing English (Aplikasi Canva membuat saya lebih kreatif dalam menulis Bahasa Inggris)	23 96%	1 4%
14.	Writing Procedure Text using Canva Application is fun (Menulis Teks Prosedur menggunakan Aplikasi Canva itu menyenangkan)	22 92%	2 8%
15.	I understand the teacher's explanation of the procedure text by using canva? (Saya memahami penjelasan guru tentang teks prosedur dengan menggunakan canva?)	22 92%	2 8%

Discussion

Based on the data above, the use of canva application in teaching writing procedure text in the first grade of SMP SAIS 1 Kab. Bandung is effective. This is supported by evidence from statistical calculation. Additionally, the students' responses to the use of canva application in teaching writing procedure text is good and positive because almost all of students agreed that using canva application helped build positive attitudes and boost learning motivation. It encouraged grow collaboration, sparked creativity in writing english, and improved their ability to write how to make something sequentially and correctly.

CONCLUSION

From the research results, it was explained that there was a significant difference between the experimental group and the control group, where students experienced an increase in the ability to write procedure texts. This can be proven that the average post-test score of the experimental group is greater than the control group using independent t-test. The Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted which states that there is a significant difference between canva application and conventional methods in teaching procedure text writing in the first grade of junior high school. Besides that, it was also proven that there was a significant improvement in the experimental group from the pretest and posttest results using the dependent t-test. The Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted which states that there is significant difference in the students' scores before and after the treatment using Canva Application. This also means that using Canva Application in teaching writing procedure text to the first grade students of junior high school is effective.

In addition, there is a positive change in students' behavior towards learning the skills of writing procedure text using canva application. This improvement is caused by students' response to learning the skills of writing procedure text using canva application. This response is evidenced by the questionnaire given to the students and filled in by the students. Based on the results of the questionnaire, almost all of the students stated that canva application could build positive attitudes and increase their learning motivation, help them in finding ideas, make them more creative in writing English, and also train their ability to explain the steps of making something or using something sequentially and logical manner.

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