THE EFFECT OF CANVA ON TENTH-GRADE STUDENTS IN WRITING DESCRIPTIVE TEXTS ABOUT A PERSON AT SMA NEGERI 1 PALANGKA RAYA

THESIS

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DEPARTMENT OF LANGUAGES AND ARTS EDUCATION STUDY

PROGRAM OF ENGLISH LANGUAGE EDUCATION

2026

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in partial fulfillment of the requirements
for the degree of
Sarjana Pendidikan

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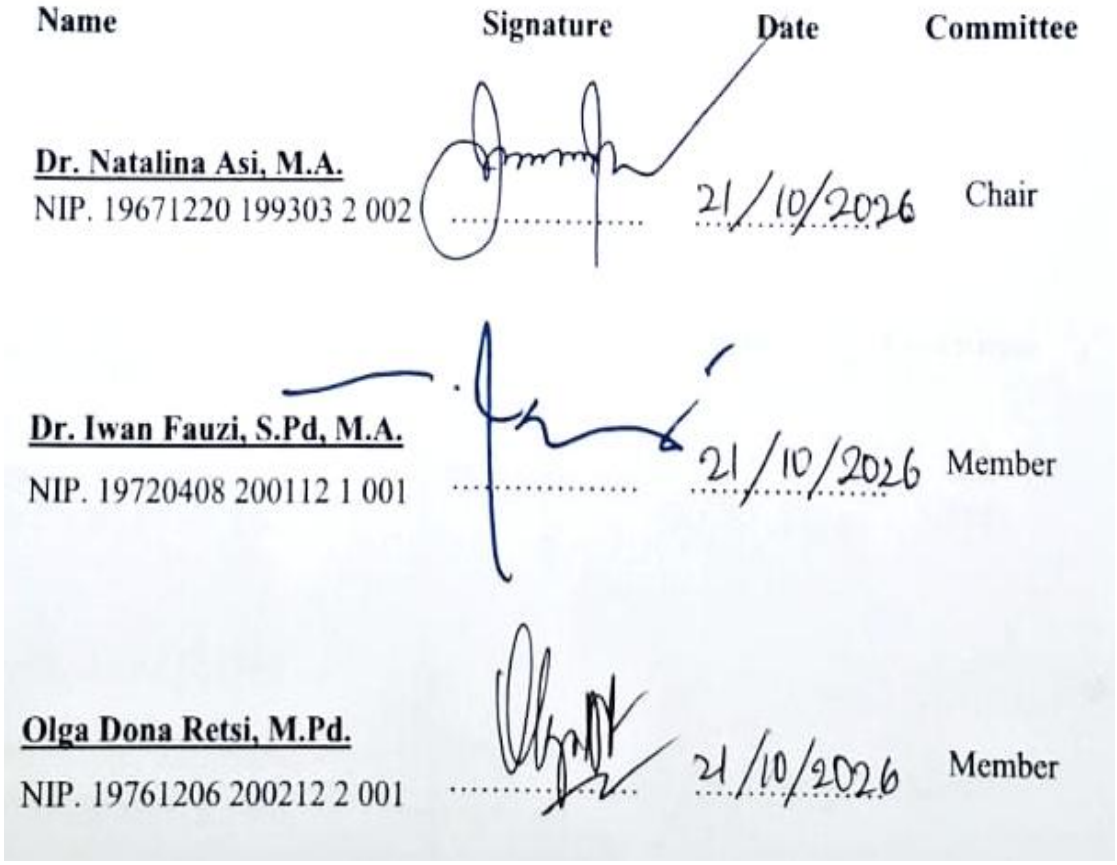
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ABSTRACT

Aminarti, Dinny. 2026. The Effect of Canva on Tenth-Grade Students' Writing of Descriptive Texts About a Person at SMA Negeri 1 Palangka Raya. Thesis. Study Program of English Language Education, Department of Languages and Arts Education, Faculty of Teacher Training and Education, Universitas Palangka Raya. Supervisor I: Iwan Fauzi, Supervisor II: Olga Dona Retsi.

Key Words: Canva, writing descriptive texts, descriptive text, writing ability.

Writing is a fundamental language skill that students are expected to develop when learning English, particularly at the senior high school level. Descriptive text is one of the genres taught at this stage and requires students to generate relevant ideas and organize information coherently. Nevertheless, students often encounter challenges in composing descriptive texts, including difficulties in developing ideas, applying appropriate grammatical structures, maintaining motivation, and engaging actively in writing activities. Previous research has indicated that Canva offers opportunities to support English language learning through visual and interactive features that facilitate students' writing development. In response to these challenges, this study investigated the effect of Canva on tenth-grade students' ability to write descriptive texts about a person at SMA Negeri 1 Palangka Raya.

This research adopted a quantitative approach with a pre-experimental one-group pre-test and post-test design. The participants were 40 tenth-grade students at SMA Negeri 1 Palangka Raya, selected through random sampling. Data were collected using two instruments: a writing test administered before and after the treatment and a questionnaire designed to examine students' responses to the use of Canva in writing instruction. The collected data were analyzed using descriptive statistics and a paired-samples *t*-test with SPSS version 27.

The findings indicated an increase in students' mean writing scores from 60.25 on the pre-test to 84.55 on the post-test. The paired-samples *t*-test yielded a significance value (Sig. 2-tailed) of 0.000, which was below the 0.05 significance threshold. Accordingly, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, demonstrating a statistically significant difference between students' writing performance before and after the implementation of Canva. Furthermore, the questionnaire findings indicated favorable student responses, with mean scores ranging from 3.85 to 4.18, classified within the high category. Overall, the findings suggest that Canva was a promising learning medium for enhancing students' descriptive writing performance while fostering a more engaging learning experience.

ABSTRAK

Aminarti, Dinny. 2026. Pengaruh Canva terhadap Kemampuan Menulis Teks Deskriptif tentang Seseorang pada Siswa Kelas X di SMA Negeri 1 Palangka Raya. Skripsi. Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Palangka Raya. Pembimbing I: Iwan Fauzi, Pembimbing II: Olga Dona Retsi..

Kata Kunci: Canva, menulis teks deskriptif, teks deskriptif, kemampuan menulis.

Menulis merupakan salah satu keterampilan berbahasa yang penting untuk dikuasai siswa dalam pembelajaran bahasa Inggris, khususnya di jenjang sekolah menengah atas. Salah satu jenis teks yang diajarkan pada jenjang ini adalah teks deskriptif, yang mengharuskan siswa untuk mengembangkan ide dan menyusun informasi secara efektif. Namun, masih banyak siswa yang mengalami kesulitan dalam menulis teks deskriptif, seperti mengembangkan ide, menggunakan tata bahasa yang tepat, kurangnya motivasi, serta rendahnya keterlibatan selama proses menulis. Penelitian-penelitian sebelumnya menunjukkan bahwa Canva dapat mendukung pembelajaran bahasa Inggris dengan menyediakan platform digital yang menarik untuk mengembangkan keterampilan menulis siswa melalui aktivitas visual dan interaktif. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pengaruh Canva terhadap kemampuan menulis teks deskriptif tentang seseorang pada siswa kelas X di SMA Negeri 1 Palangka Raya.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain *pre-experimental one-group pre-test* and *post-test*. Sampel penelitian terdiri atas 40 siswa kelas X SMA Negeri 1 Palangka Raya yang dipilih melalui teknik *random sampling*. Instrumen penelitian meliputi tes menulis yang diberikan pada saat *pre-test* dan *post-test*, serta angket untuk mengetahui respons siswa terhadap penggunaan Canva. Data dianalisis menggunakan statistik deskriptif dan *uji paired-samples t-test* dengan bantuan program SPSS versi 27.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa meningkat dari 60,25 pada pre-test menjadi 84,55 pada post-test. Hasil uji *paired-samples t-test* menunjukkan bahwa nilai signifikansi (Sig. (2-tailed)) sebesar 0,000, yang lebih kecil dari 0,05 (0,000 < 0,05). Oleh karena itu, hipotesis alternatif (Ha) diterima, sedangkan hipotesis nol (H_0) ditolak, yang menunjukkan bahwa Canva memberikan pengaruh yang signifikan terhadap kemampuan siswa dalam menulis teks deskriptif tentang seseorang. Selain itu, hasil angket menunjukkan bahwa siswa memberikan respons yang positif terhadap penggunaan Canva dengan skor rata-rata berkisar antara 3,85 hingga 4,18 yang termasuk dalam kategori tinggi. Temuan ini menunjukkan bahwa Canva efektif dalam meningkatkan kemampuan menulis siswa serta memberikan pengalaman belajar yang lebih menarik.

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Finally, the author realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are sincerely welcomed for the improvement of this thesis. The author hopes that this thesis will be beneficial to readers, English teachers, students, and future researchers who are interested in the use of digital learning media in English language teaching and learning.

Palangka Raya, August 2026

The Author

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