The Effectiveness of Using Canva Application Towards Student's Writing Skills In Teaching Label Text in MTsN 3 Jombang

UNDERGRADUATED THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

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TITLE PAGE

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Submitted to the faculty of Education and Teacher Training in Partial Fulfillment of the Requirement for the Bachelor Degree of English Language Teaching (S.Pd) in the English Education Department

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APPOVAL SHEET

APPROVAL SHEET

The Effectiveness of Using Canva Application Towards Student's Writing Skills In Teaching Label Text in MTsN 3 Jombang"

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Assalamu'alaikum Wr. Wb

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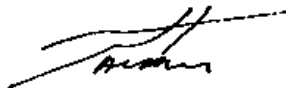
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Thesis   : The Effectiveness of Using Canva Application Towards Student's Writing Skills in Teaching Label Text in Mtsn 3 Jombang

Therefore, we believed that the thesis of Adimas Saiful Anam has been approved for further approval by the board of examiners.

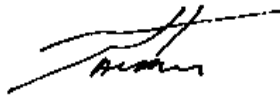Wassalamualaikum Wr.Wb

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Malang, June 20th, 2025
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THESIS DEDICATION

I dedicate this thesis to my mother Hj Nur Azizah, my father H. Nawai, my sister Almaratus Sholihah and Laili Najwa Sajidah, and also my whole family who I always want to be proud of. I also dedicate this all of my comrade in english education department. Million thanks are not counted by me for all support and prayers they have given. I DO LOVE YOU ALL

MOTTO

"Don't close the book when the **Bad Things** happen in your life. Just **Turn** the page

and begin a **New Chapter**"

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Bismillahirrahmanirrahim,

Praise be to God Almighty because for Rahmad and the gift of research entitled The Effectiveness of Using Canva Application Towards Student's Writing Skills in Teaching Label Text in Mtsn 3 Jombang can wholly be finished.

The writing of this thesis is to fulfill the graduation requirements as the requirement of the Degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Education and Teacher Training Maulana Malik Ibrahim Malang State Islamic University. In completing this thesis, the researcher learned a lot about hard work, never giving up, being patient, consistently strong, trying to the end, and learning the meaning of sincerity. All the obstacles passed are none other than because of a lot of support and prayers from those who are always there for the author. The author's thanks go to

1. Allah SWT, for mercy and grace, the writer has been chosen to have a life in this world, to go through a long process, and finish writing this thesis by always being given patience and fortitude. Sholawat and Salam, always pray to the Prophet Muhammad SAW, who guides his people to the path of Allah, namely Islam.

2. Whole of my family, namely my father, mother and my sister for all the support, prayers, motivation, constructive criticism, and endless love

which is always given to the author. Without them, the writer would not be able to be in this position

TABLE OF CONTENTS

ABSTRACT

Keywords: Canva, writing skills, label text, teaching media, pre-experimental design

This study aims to investigate the effectiveness of using the Canva application in improving students' writing skills, particularly in teaching label text to ninth-grade students at MTsN 3 Jombang. The research employed a quantitative approach using a pre-experimental design with a one-group pre-test and post-test model. A total of 26 students from class IX-A were selected as the sample. Writing tests were used as the main research instrument, with scoring criteria covering five aspects: content, organization, vocabulary, grammar, and mechanics. The findings revealed a significant improvement in students' writing performance after the implementation of Canva. The average score increased from 70.38 in the pre-test to 93.08 in the post-test. The Wilcoxon Signed-Rank Test showed a significant value of 0.000 ($p < 0.05$), indicating a statistically significant difference. The results suggest that Canva effectively enhances students' ability to compose label texts in a more structured, creative, and confident manner. This study also supports the integration of digital media tools like Canva in English writing instruction to foster student engagement and improve writing outcomes.

ABSTRAK

Kata kunci: Canva, keterampilan menulis, teks label, media pengajaran, desain pra-eksperimental

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan aplikasi Canva dalam meningkatkan keterampilan menulis siswa, khususnya dalam pengajaran teks label pada siswa kelas IX-A MTsN 3 Jombang. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimental dengan model one-group pre-test and post-test. Sebanyak 26 siswa dari kelas IX-A dipilih sebagai sampel. Tes menulis digunakan sebagai instrumen penelitian utama, dengan kriteria penilaian meliputi lima aspek: isi, organisasi, kosakata, tata bahasa, dan mekanika. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam kinerja menulis siswa setelah penerapan Canva. Skor rata-rata meningkat dari 70,38 pada pra-tes menjadi 93,08 pada pasca-tes. Uji Wilcoxon Signed-Rank menunjukkan nilai signifikansi 0,000 (p < 0,05), yang menunjukkan perbedaan yang signifikan secara statistik. Hasil penelitian menunjukkan bahwa Canva efektif meningkatkan kemampuan siswa untuk menyusun teks label dengan cara yang lebih terstruktur, kreatif, dan percaya diri. Studi ini juga mendukung integrasi alat media digital seperti Canva dalam pengajaran menulis bahasa Inggris untuk mendorong keterlibatan siswa dan meningkatkan hasil menulis.

ملخص

الكلمات المفتاحية: Canva، التصميم التجريبي المسبق، الوسائط التعليمية، نص التصنيف، مهارات الكتابة

تهدف هذه الدراسة إلى تحديد فعالية استخدام تطبيق كانفا (Canva)، في تحسين مهارات الكتابة لدى الطلاب، اعتمدت هذه Jombang 3 MTsN. وخاصةً في تدريس نصوص التسميات لطلاب الصف التاسع في مدرسة الدراسة منهجًا كميًا بتصميم تجريبي أولي، ونموذجًا للمجموعة الواحدة لاختبار قبلي واختبار بعدي. اختيرت عينة الدراسة من 26 طالبًا من الصف التاسع (أ). استُخدم اختبار الكتابة كأداة بحث رئيسية، حيث غطت معايير التقييم خمسة جوانب: المحتوى، والتنظيم، والمفردات، والقواعد، والميكانيكا. أظهرت النتائج تحسنًا ملحوظًا في أداء الطلاب الكتابي بعد تطبيق كانفا. ارتفع متوسط الدرجات من 70.38 في الاختبار قبلي إلى 93.08 في الاختبار بعدي (p < 0.05)، مما أظهر اختبار ويلكوكسون للتصنيف الموقع قيمة دلالة إحصائية قدرها 0.000 يشير إلى وجود فرق ذي دلالة إحصائية. أظهرت النتائج فعالية كانفا في تحسين قدرة الطلاب على كتابة نصوص التسميات بطريقة أكثر تنظيمًا وإبداعًا وثقة. تدعم هذه الدراسة أيضًا دمج أدوات الوسائط الرقمية، مثل Canva، في تدريس الكتابة باللغة الإنجليزية لتشجيع مشاركة الطلاب وتحسين نتائج الكتابة.

CHAPTER 1

INTRODUCTION

The researcher explains the following topics in this chapter that are relevant to the introduction: the study's history, its object, its relevance, its limitations, and its definition.

1.1 Background of the Study

In the current era, all elements of society are starting to move into a new era, namely the modern era. where in this era all aspects are starting to use technology, including teachers as well. In this transportation, teachers begin to develop their learning by adding technology in teaching particularly how learning media are used. Traditional teaching techniques have been revolutionized by the use of technology in the classroom, which now offers creative approaches to enhance student learning experiences. One essential skill in language learning is writing. Writing skills are one of the four basic skills in English learning that play an important role in supporting students' written communication skills. Which play a vital role to enables students to express ideas, critical thinking, organize thoughts, and communicate effectively.

Students will be able to expand and enhance their creativity and knowledge through writing. This is further reinforced in the first verse of the Qur'an from Al-Qalam, which says:

$$ ۞ \ نۤ ۚ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ \ ١ $$
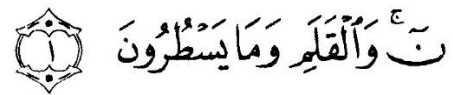
This means "Nun. By the pen and what they inscribe" (Q.S. Al Qalam: 1)

Allah SWT wishes to educate people about the value of a pen, writing instrument, or even a technological gadget, as the verse above makes clear. A pen allows people to record what they observe or think about, which benefits and benefits many people. Writing will undoubtedly help people learn as well. Additionally, the Prophet stated in a hadith, Abdullah bin Amr

$$ قَيِّدُوا الْعِلْمَ بِالْكِتَابِ $$

"Tie knowledge with writing" (HR. At-Thabrani and Hakim)

From the hadits highlights the value of writing even more, as it allows knowledge to be stored and even expanded into more complicated forms.

In the world of education, writing skills are not only needed as part of language skills, but also as a means of critical thinking, conveying ideas, and organizing information well and logically (Harmer, 2015). Unfortunately, this skill is often the most difficult aspect for students to master, especially at the junior high and MTs levels. The difficulties faced by students in writing can be caused by several factors, such as minimal vocabulary mastery, limitations in the use of grammar, lack of ability to develop ideas logically, and low motivation to learn to write (Fareed et al., 2016) In addition, a less varied learning approach and the use of monotonous

media often make students lose interest in learning to write, so that learning outcomes are less than optimal. In addition, a less varied learning approach and the use of monotonous media often make students lose interest in learning to write, so that learning outcomes are less than optimal.

In the English learning curriculum at the junior high school level, one type of text taught is label text. Label text is a short functional text used to provide information about a product, such as product name, composition, benefits, and instructions for use. This text is often found in everyday life, for example on food, beverage, or medicine packaging. Therefore, mastery of text labels is important because it is related to students' ability to understand and produce authentic texts that are relevant to real-life contexts (Kementerian Pendidikan dan Kebudayaan, 2017).

To overcome the obstacles faced by students in writing and improve learning outcomes, the use of technology in the learning process is a solution that is very relevant to the times. One technology-based media that can be utilized is Canva, an online graphic design application that provides various features such as templates, icons, illustrations, and other visual elements. Canva allows students to channel ideas in visual and textual forms simultaneously, thus supporting the creative thinking process and strengthening the understanding of the concepts being learned (Hapsari, 2023).

Research conducted by (Husna & Dantes, 2020) shows that the use of the Canva application as a medium for learning to write can increase students' active

participation, help them compose texts in a more structured way, and increase their confidence in conveying ideas. With an attractive appearance and easy-to-use features, Canva encourages students to be more deeply involved in the writing process. They not only write textually, but are also involved in the visual design process that makes their writing more meaningful.

Meanwhile, research by (M Rizky, 2020) strengthens these findings by stating that students who learn using Canva show a significant increase in writing test results compared to students who are taught using conventional methods. Canva facilitates a writing process that is more fun, interactive, and in accordance with the characteristics of today's digital generation. This study also highlights that Canva is very suitable for various learning styles, especially for students with visual learning tendencies.

Research Gap

Although the two studies above have proven Canva's effectiveness in improving students' writing skills, there is a gap (research gap) that is important to explore further.

a. The types of texts used in previous studies were different.

Research by Husna & Dantes and M. Rizky focused more on texts such as recounts, greeting cards, or descriptive texts that are narrative or expressive.

b. There has been no specific focus on label text.

In fact, label text is a type of short functional text that requires the ability to convey information concisely, clearly, and informatively—a different type of skill from narrative text. The use of Canva in the context of label text has great potential because Canva provides visual features such as icons, product templates, and label layouts that greatly support the preparation of this type of text.

c. Different research contexts and locations.

This research was conducted at MTsN 3 Jombang, which has a unique social, geographical, and student characteristic background. This makes this research have its own contextual contribution to the use of Canva in English learning, especially for MTs/equivalent levels.

Thus, this study is here to fill the gap in previous studies by focusing specifically on label text learning. Using Canva as a visual media that supports functional text writing, and taking a research location that has not been widely explored before.

Based on this background, The researcher is interested in further examining how the use of the Canva application affects students' writing skills in learning label texts. This research will conduct at MTsN 3 Jombang, as part of an effort to integrate digital media into a more effective and enjoyable learning process. It is hoped that the results of this study can provide a real contribution to the world of education,

especially in the development of technology-based learning media to improve students' writing skills in the digital era.

1.2 Research Question

Based on the background, the research problem is formulated as follows: "How effective is the use of the Canva application in improving students' writing skills in teaching label text at MTsN 3 Jombang?"

1.3 Objective of the Study

This study aims to Investigate how effective of using the Canva application in teaching label text at MTsN 3 Jombang in improving students writing skill

1.4 Significance of the Study

This study is expected to bring several benefits to various stakeholders. For students, it enhances their writing skills through the use of an engaging and creative digital tool. For teachers, it offers an alternative teaching strategy that can effectively improve students' writing abilities. Schools may also benefit through the contribution this study makes toward the integration of technology in the English learning process. Additionally, future researchers can use this study as a reference for further exploration into digital-based writing instruction.

1.5 Scope and Limitation

This study focuses on examining the effectiveness of using Canva in teaching label text to students at MTsN 3 Jombang. The scope is specifically directed toward evaluating how this digital tool can enhance students' understanding and performance in creating label texts. However, the research is limited to an ICP class grade IX-A Male class in 2024/2025 academic year.

1.6 Definition of Key Terms

a. Effectiveness : Effectiveness in the context of this research refers to the level of success of using the Canva application in improving students' writing skills. A method is said to be effective if it can show a significant increase in student learning outcomes after treatment is given.

b. Canva Application : Canva is an online graphic design platform that provides various features such as templates, visual elements, icons, and typography. In this study, Canva was used as an interactive learning medium to help students compose label texts creatively and in a structured manner.

c. Writing Skills : Writing skills refer to students' ability to compose written texts that are coherent, organized, and in accordance with linguistic rules. The aspects assessed include content, organization, grammar, vocabulary, and writing mechanics.

d. Label Text : Label text is a type of short functional text that functions to provide important information about a product or item, such as product name, composition, benefits, instructions for use, and expiration date. This text is usually found on food packaging, medicines, and other consumer goods.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter discusses the theoretical foundation that supports the research. It consists of six main sub-sections: Writing Skill, Canva Application, Label Text, Theoretical Review, Previous Study, and Hypothesis of the Research. Finally, the Hypothesis of the Research outlines the proposed assumption that will be tested to determine whether using Canva can significantly improve students' writing skills, particularly in learning label texts.

2.1 Writing Skill

In English language learning, writing skills are one of the most important productive skills to develop. Writing is not just an activity of copying words or sentences, but is a complex process that involves critical thinking, organizing ideas, and the ability to express ideas clearly and systematically in written form (Harmer, 2015). Writing is also an important medium for students to express ideas, communicate, and demonstrate understanding of a topic.

According to (Nunan, 2015), writing is an activity that requires not only mastery of language structure, but also skills in arranging and conveying logical and coherent information. In the context of foreign language learning, writing is often a challenge because students must not only understand the subject matter, but also be able to express it with the correct language structure.

In general, there are five important aspects that are indicators of assessment in writing skills, namely: content, organization, vocabulary, grammar, and mechanics (Brown, 2007). These five components play a role in determining the quality of students' writing. For example, content focuses on the relevance and clarity of ideas, organization reflects how ideas are logically arranged, vocabulary relates to the selection of appropriate words, grammar concerns sentence structure, and mechanics include spelling, punctuation, and writing format.

The writing process itself consists of several important stages, starting from planning (prewriting), writing the initial draft (drafting), revising (revising), editing (editing), to producing the final product (publishing) (Hyland, 2019). This process is designed to help students compose more mature and quality writing. Therefore, teachers need to guide students through these stages so that they understand that writing is not a one-step activity, but a gradual and iterative process.

In today's digital era, conventional approaches to teaching writing are increasingly complemented by the use of technology. Digital-based media such as Canva have begun to be used as tools that are not only visually appealing but also support the development of writing skills in a more creative and interactive way (Hapsari, 2023). With the features provided, students can compose texts visually and in a structured manner, which can ultimately help them improve their writing skills, including in short text genres such as label text.

2.2 Canva Application

In today's digital era, the use of technology in education has become a necessity to support a more effective and interesting learning process. One of the graphic design-based applications that is starting to be widely used in the world of education is Canva. Canva is a web-based visual design platform that allows users, including teachers and students, to create various types of visual materials such as posters, presentations, infographics, and even learning content, with a professional appearance but still easy to use (Hapsari, 2023).

Canva is designed with a user-friendly interface, where users can take advantage of thousands of templates, icons, illustrations, and fonts that are available for free or for a fee. In the context of learning, especially writing skills, Canva provides a different experience because it allows students to combine visual elements with text. This is in line with the multimodal approach in language learning, where text, images, and other visual elements are used simultaneously to strengthen understanding and appeal of the material (M Rizky, 2020).

According to (Husna & Dantes, 2020), the use of Canva as a learning medium can increase students' active participation in the writing process, because they feel freer to express their ideas in creative visual forms. This application also helps students understand the structure and content of the text more easily, because they can organize content based on an organized layout.

In learning text labels, Canva is very relevant to use because labels are basically short forms of text equipped with visual elements such as colors, shapes,

and icons. With Canva, students can design labels that reflect product information with an attractive visual style, while training them to compose texts concisely and informatively.

In addition, Canva also encourages collaborative learning because students can work in groups, share designs, and provide feedback to each other. This is in line with the 21st century learning approach that emphasizes creativity, communication, collaboration, and critical thinking (4Cs of 21st Century Skills) (Partnership for 21st Century Learning, 2019). Thus, Canva not only functions as a technical aid in the teaching and learning process, but also as a medium that supports the development of students' visual and digital literacy skills. The use of Canva in writing learning, especially in label texts, is expected to facilitate students in writing in a more interesting, structured, and meaningful way.

2.3 Label Text

Label text is a type of functional text or short functional text that has the main function as a conveyor of information about a product, goods, or objects. This text is very common in everyday life, especially on food, beverage, medicine, beauty product packaging, and various other consumer goods. Because of its informative nature, label text must be composed briefly, concisely, and clearly, so that the information conveyed is easily understood by the reader (Kementerian Pendidikan dan Kebudayaan, 2017).

In English learning at the junior high school/MTs level, label text is taught as part of the functional text curriculum which aims to equip students with the ability to read and write authentic texts that they often encounter in real life. Based on the English textbook for junior high schools issued by the Ministry of Education and Culture, the general structure of label text includes: product name, description, content or ingredients, usage direction, storage instructions, caution/warning, and expiration date (Kementerian Pendidikan dan Kebudayaan, 2017)

In addition to the structure, text labels also have characteristics in the use of language, namely:

a. Using imperative sentences (commands), such as "Keep in a cool place" or "Shake well before use".

b. Using adjectives and nouns to describe the contents of the product, such as "organic ingredients" or "100% natural".

c. Being informative and non-personal.

d. Avoiding the use of long and complex sentences.

According to Purnawarman, Sadiyah, and Susilawati (2016), students' mastery of text labels not only helps them understand information in everyday contexts, also improves their functional literacy skills. Therefore, it is important for teachers to provide interesting learning strategies and media so that students can understand the structure and contents of text labels more effectively.

The use of visual media such as Canva is very suitable for teaching text labels, because labels are basically a combination of text and visual elements such as color, icons, and layout design. Through Canva, students can practice making labels that are not only accurate in terms of content, but also attractive in appearance. This not only trains writing skills but also strengthens students' visual literacy (Gutiérrez-Colon & Arnó-Macià, 2022). By studying and producing text labels through interactive and creative media, students not only understand the function of the text in a social context but are also able to use it in real, contextual writing practices.

2.4 Theoretical Review

Writing label text is one of the important writing skills in learning English at the junior high school level. Label text functions to provide brief and clear information about objects or images, which are often used in the context of visual education. Mastery of this skill helps students understand and convey information effectively through short writing.

In the context of learning, the use of digital media such as the Canva application has been proven effective in improving students' writing skills. Research by Nur Hasanah (2023) shows that the application of project-based learning using Canva media can significantly improve students' writing skills. The results of the t-test showed an increase in the average score from 41.00 in the pretest to 64.00 in the posttest, with a significance value of 0.000 indicating the success of this method in improving students' writing skills.

In addition, research by Andriyanti et al. (2023) also supports the effectiveness of using the Canva application in improving students' writing skills. Through classroom action research, it was found that the use of Canva in writing label texts can significantly improve students' writing skills. Students showed improvements in text structure, vocabulary use, and the ability to construct clear and concise sentences.

In theory, the use of the Canva application is in line with the project-based learning (PjBL) approach. PjBL emphasizes the active involvement of students in the learning process through real projects that are relevant to their lives. In this context, Canva provides a platform that allows students to design and compose label texts creatively, thereby increasing their motivation and writing skills.

Overall, the integration of the Canva application in learning to write label texts has a positive impact on improving students' writing skills. This is in line with the constructivism theory which emphasizes the importance of direct experience and knowledge construction by students in the learning process.

2.5 Previous Study

Research on the effectiveness of the Canva application in learning English, especially writing skills, has been widely conducted by previous researchers. Several previous studies that are relevant to this study will be discussed as a reference and to show the position and uniqueness of this study compared to previous studies.

    a.   Research by Siti Nur Fadlilah (2023)

The study conducted by Fadlilah entitled "The Effectiveness of Canva Application in Improving Students' Writing Skill in Greeting Card Material at the Eighth-Year Students of SMP N 4 Salatiga". This study used a quasi-experimental method with 29 subjects of grade VIII students. The results of the study showed that the use of the Canva application significantly improved students' writing skills in greeting card materials. The average pre-test score of students was 55.51 and increased to 67.58 in the post-test, indicating an increase of 21.7%. The t-test results show a calculated t value of 15.765 which is greater than the t table of 2.048 at a significance level of 0.05, so it can be concluded that the use of Canva is effective in improving students' writing skills on greeting card materials.

b. Research by (M Rizky, 2020)

This study is entitled "The Effectiveness of the Canva Application in Enhancing Students' Writing Proficiency Across Learning Styles". This study focuses on the effect of Canva in writing recount texts by considering students' learning styles (visual, auditory, and kinesthetic). The sample consisted of 44 students divided into experimental and control classes. The post-test results showed that the average score of the experimental class was 85, while the control class was 77.45. The N-Gain value of 0.52 is categorized as a moderate increase. In addition, the results of the ANOVA analysis showed that learning styles had a significant effect on writing achievement using Canva with a significance value of 0.004 <0.05.

c. Research by (Sembiring & Harahap, 2023)

This study is entitled "The Effectiveness of Using Canva Toward Students Writing Ability of Achievement Student of SMP Negeri 3 Mardingding". This study uses a quantitative approach with a sample of 50 students divided into experimental and control classes. The average pre-test score of the experimental class was 83.2 and increased to 98.4 in the post-test. While the control class only increased from 53.0 to 71.6. The t-value of 7.1 is greater than the t-table of 4.10, which indicates that Canva has a significant effect on improving students' writing learning outcomes.

From the three studies above, there are several similarities and differences that can be gaps for this study:

a. Similarities: All studies use Canva as a medium for learning to write and have been proven to improve students' abilities in various types of texts (greeting cards, recount texts, etc.).

b. Difference: None of the three previous studies specifically examined the effectiveness of Canva in learning label text, which is a genre of short informative text commonly used on product packaging and often found in everyday life.

c. Research Gap: This study is different because it focuses on label text, which has different characteristics and structures from greeting cards or recount text. In addition, this study will conduct at MTsN 3 Jombang,

which is different in social and geographical context from the location of the previous study, thus providing a new contextual contribution to the study of the effectiveness of Canva learning media at the junior high school/MTs level.

Thus, this study not only strengthens previous findings on the effectiveness of Canva, but also expands the scope of its use into the context of label text learning, which has not been widely explored.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research procedures applied to examine the effectiveness of using the Canva application toward students' writing skills in teaching label text at MTsN 3 Jombang. It outlines the research methodology used to conduct the study, including the type and design of the research (3.1), the location and time of the study (3.2), the population and sample involved (3.3), and the variables studied (3.4). Furthermore, it describes the instruments utilized to collect data (3.5), the procedures for testing the validity and reliability of those instruments (3.6), as well as the data collection techniques (3.7) and the methods used to analyze the data (3.8). Each section is designed to ensure the research is conducted systematically and yields reliable and valid results that can be used to answer the research questions.

3.1 Research Methodology

This study uses a quantitative approach with a pre-experimental design type, more precisely a one-group pre-test and post-test design model. This approach is used to determine the effectiveness of using the Canva application in improving students' writing skills on label text material. Pre-experimental study was chosen because it is suitable for evaluating changes that occur in groups of subjects after being treated, even without a comparison group (control). According to (Sugiyono, 2017), this

design can be used to test the effect of a treatment on the same group before and after being treated.

In this model, one group of students is given an initial test (pre-test) to measure writing skills before using Canva. After that, they are given treatment in the form of learning to write label text using the Canva application. After the learning is complete, a post-test is carried out to determine the improvement in writing skills after treatment. Data from both tests are then analyzed to see the differences in learning outcomes before and after using Canva as a learning medium.

The design of this study is described as follows:

Pre-test	Treatment	Post-test
O_1	X (Learning with Canva)	O_2

This model allows researchers to assess the improvement of learning outcomes directly in the same group, although its limitation is the absence of a control group for comparison. Even so, this design is still relevant for use in classroom research, especially when conditions and time are limited, and when researchers focus on changes in learning outcomes after a particular intervention (Creswell, 2014).

Thus, through this pre-experimental approach, researchers can identify whether there is a significant improvement in students' ability to write text labels after being taught to use Canva. The results of the analysis of the pre-test and post-test will be used as a basis for drawing conclusions regarding the effectiveness of using the media.

3.2 The Study's Location and Time

This is study action conducted for students of Mtsn 3 Jombang in the academic year of 2024/2025.

Table 1 Time Table

No	Date	Activity
1	24 June 2025	Pre-Test + Treatment 1
2	26 June 2025	Treatment 2 + Post test

3.3 Population and Sample

In quantitative research, population and sample are important elements that form the basis for the process of generalizing research results. According to (Sugiyono, 2017), population is a group of objects or subjects that have certain characteristics and are the target of generalization of a study. In this study, the population used was all students of ICP class grade IX-A consist of 26 Male students at MTsN 3 Jombang in the 2024/2025 academic year.

Because this study uses a pre-experimental design, it does not involve a control group as a comparison. Therefore, the study only uses one class group as a sample, which will be treated and the results measured before and after learning using Canva. The technique used to determine the sample is purposive sampling, which is a sampling technique based on certain objectives and considerations, such as time availability, ease of access, and class readiness to implement technology-based learning (Creswell, 2014).

The sample in this study was class IX-A consisting of 26 students. The selection of this class was carried out based on the considerations of subject teachers and researchers, because the class has a relatively heterogeneous level of writing ability, and is accustomed to using digital learning devices, such as computers or laptops. This facilitates the process of implementing the Canva application in teaching and learning activities.

In accordance with the characteristics of pre-experimental design, treatment is only given to one group without a comparison group. Therefore, the post-test results will be compared with the pre-test results in the same group. This technique allows researchers to see the extent to which learning using Canva has an effect on students' writing skills in label texts, even with limited control over external variables.

3.4 Research Variable

In quantitative research, variables are very important components because they are the main focus in data collection and analysis. A variable is anything that is

the object of observation by researchers and has a value that can change. According to (Sugiyono, 2017), a research variable is an attribute or characteristic of a research subject that can be observed, measured, and analyzed to determine a certain influence or relationship.

In this study, which uses a pre-experimental design with a one-group pre-test and post-test design model, there are two main types of variables, namely:

a. Independent Variable

The independent variable is a variable that is manipulated or treated by the researcher to see its effect on other variables. In this study, the independent variable is the use of the Canva application as a learning medium in teaching label text writing skills to class VIII students of MTsN 3 Jombang. The Canva application is used as a visual aid that allows students to organize ideas creatively and attractively through a combination of text and design elements.

b. Dependent Variable

The dependent variable is the result or impact of the treatment given by the researcher. In this context, the dependent variable is students' writing ability, especially in producing effective and structurally correct text labels. This writing ability is assessed based on five aspects, namely: content, organization, grammar, vocabulary, and writing mechanics, referring to the writing assessment rubric from (Brown, 2007).

Through a pre-experimental design, researchers analyzed changes or improvements in students' writing ability after the treatment in the form of using Canva was given. Because there was only one group, the effect of Canva on the dependent variable was measured based on the difference between the pre-test and post-test results in the same group (Creswell, 2014).

3.5 Instrument of the Research

Research instruments are tools used by researchers to collect data relevant to the research objectives. In this study, researchers used several types of instruments to obtain accurate and valid data regarding the effectiveness of using the Canva application on students' writing skills in label text learning.

The main instrument in this study was a writing test which consisted of two stages, namely pre-test and post-test. This test is used to measure student's initial abilities (before treatment) and final abilities (after treatment) in writing label text. The test questions are arranged based on writing assessment indicators which include five main aspects: content, organization, grammar, vocabulary, and writing mechanics, as explained by (Brown, 2007).

Pre-test is given before the implementation of learning using Canva, to determine students' initial abilities in writing label text conventionally. Post-test is given after students have followed the learning process with the help of the Canva application, to see the extent to which their writing skills have improved.

In addition to writing tests, researcher also use documentation as a supporting instrument, which includes data collection in the form of Learning Implementation Plan (RPP), photos of the activities, and student work results. This documentation serves to provide a visual and administrative picture that strengthens the research findings.

These instruments are compiled based on the objectives and needs of the research, and have gone through a validation process by the teacher of school to ensure the suitability and feasibility in measuring the variables studied. With a combination of test instruments and documentation, it is hoped that the data obtained will be able to provide a comprehensive picture of the impact of Canva's use on students' writing skills in the context of label text.

Figure 1: Rubric Score

Aspek	Skor 4 (Excellent)	Skor 3 (Good)	Skor 2 (Fair)	Skor 1 (Poor)
Content	Informasi lengkap, akurat, dan sesuai dengan format label	Informasi cukup lengkap dan relevan	Informasi kurang lengkap, sebagian tidak relevan	Informasi sangat terbatas, tidak relevan atau membingungkan
Organization	Struktur label sangat jelas dan logis (judul,	Struktur label cukup jelas dan	Struktur label kurang jelas atau tidak	Tidak ada struktur yang jelas, susunan

	deskripsi, dll.)	terorganisir	konsisten	acak
Vocabulary	Penggunaan kosakata tepat, bervariasi, dan sesuai konteks	Kosakata cukup tepat meskipun tidak terlalu bervariasi	Kosakata terbatas dan beberapa tidak sesuai konteks	Kosakata sangat terbatas dan tidak sesuai
Grammar	Tata bahasa sangat baik, tanpa kesalahan	Ada beberapa kesalahan kecil tetapi tidak mengganggu makna	Terdapat beberapa kesalahan yang mengganggu pemahaman	Banyak kesalahan tata bahasa yang mengganggu arti
Mechanics	Ejaan, kapitalisasi, dan tanda baca tepat tanpa kesalahan	Ada beberapa kesalahan kecil	Banyak kesalahan dalam ejaan dan tanda baca	Kesalahan mendasar pada seluruh aspek mekanika

Maximum score: 20 (each aspect maximum 4)

Minimum score: 5 (if all aspects only get a score of 1)

The final criteria can be converted to a score of 100 with the formula: Total score x 5

(Example: score 16 → 16 x 5 = 80)

3.6 Testing of the Research Instrument

In order for the research instrument to produce valid and reliable data, it is necessary to first test the quality of the instrument used. In this study, the main instrument was a writing test given before (pre-test) and after (post-test) the treatment. Because the design used was pre-experimental with one group, it is important to ensure that the instrument used is able to measure students' writing skills consistently and accurately.

a. Validity Test

Validity refers to the extent to which an instrument is actually able to measure what it should measure. In the context of this study, what is used is content validity, namely an assessment of the suitability of the test material with the learning objectives and indicators of writing label text competencies. Content validity is carried out through expert judgment (expert validation), consisting of supervising lecturers and English teachers. They evaluate whether the questions in the writing test have covered relevant assessment aspects, such as content, organization, grammar, vocabulary, and writing mechanics (Brown, 2007); (Arikunto, 2019).

b. Reliability Test

Reliability relates to the level of consistency of the results obtained from the instrument when used under the same conditions. To test the reliability of the writing test, the inter-rater reliability technique is used,

namely by involving two independent raters in assessing students' writing results. The first rater is an English teacher and the second rater is a researcher. Furthermore, the scores of the two raters are compared using the Pearson Product Moment formula to see if there is a high correlation between the two. A correlation coefficient approaching 1 indicates a good level of reliability ((Creswell, 2014); (Sugiyono, 2017)).

This validity and reliability test process is important to ensure that the test instrument is truly able to measure the development of students' writing skills objectively. Test results that meet the valid and reliable requirements will provide a strong basis for drawing conclusions about the effectiveness of using the Canva application in label text learning.

3.7 Technique of Collecting Data

Data collection is an important stage in the research process, because through this data researchers can determine changes or influences of the variables being studied. In this study, which used a pre-experimental design with a one-group pre-test and post-test design, the data collection technique was carried out using a writing skills test, which was carried out before and after treatment in the form of using the Canva application in label text learning.

The writing test is used to measure students' initial abilities (pre-test) and final abilities (post-test) in writing label text. The pre-test is given before learning begins to obtain an overview of the level of students' abilities before they are introduced to

Canva as a learning medium. After students follow the learning process using Canva, a post-test is conducted to measure the extent to which their abilities have improved.

The test instrument is compiled based on aspects of writing assessment which include: content, organization, vocabulary, grammar, and writing mechanics. This aspect refers to the assessment rubric developed by (Brown, 2007), which is widely used in English writing teaching research.

The test was given in writing within a specified time, and the results were assessed by two assessors (inter-rater) to maintain objectivity. In addition, during the learning process, researcher also conducted informal observations to support data from the test results, especially in observing student participation, learning motivation, and their ability to operate Canva to write text labels visually and informatively.

This technique is considered appropriate for pre-experimental research because it allows researchers to compare pre-test and post-test scores from the same group, so that it can be seen whether there is a significant increase after the treatment is given ((Creswell, 2014); (Sugiyono, 2017).

3.8 Technique of Data Analysis

Data analysis is an important process in research that aims to interpret raw data into meaningful information, so that it can be used to answer the problem formulation and test the hypothesis. In this study, which used a pre-experimental

design with a one-group pre-test and post-test design, the data analysis techniques used were descriptive statistics and inferential statistics.

First, the researcher used descriptive statistics to calculate the average value (mean), standard deviation, maximum value, and minimum value of the students' pre-test and post-test results. The aim is to see an overview of changes in students' scores before and after being given treatment in the form of using the Canva application in label text learning.

Furthermore, to test whether there is a significant difference between the pre-test and post-test scores, the paired sample t-test technique was used. This test is used because the data analyzed comes from the same group that was tested at two different times, namely before and after treatment. This t-test will measure whether the increase that occurs after learning using Canva is statistically significant or not (Sugiyono, 2017)

The steps of data analysis are as follows:

a. Calculating the average value of the pre-test and post-test of students.

b. Determining the difference in scores between the post-test and pre-test for each student.

c. Conducting a normality test on the data to ensure normal data distribution.

d. Using a paired sample t-test through a statistical application such as SPSS.

e. Comparing the p-value results with a significance level of $\alpha = 0.05$.

If the p-value <0.05, then the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, which means that there is a significant effect of using Canva on students' writing skills.

Through this technique, researchers can conclude scientifically whether Canva media is effective in improving students' ability to write label text.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter outlines the results of the study along with an in-depth discussion concerning aimed to determine the effectiveness of using the Canva application in improving students' writing skills, particularly in writing label texts at MTsN 3 Jombang. The data was collected through a pre-test and post-test given to both experimental

4.1 The Description of Data

In this section, the researcher presents the data collected from the experimental and control groups through pre-tests and post-tests. The purpose of the data collection was to measure students' writing skills in composing label texts before and after the implementation of the Canva application consisting of 26 students of class. The purpose of the data collection was to assess the effectiveness of using the Canva application in improving students' writing skills, specifically in writing label texts.

1. The description of Pre-test score

   In this study, the researcher collected data on students' writing performance to evaluate the impact of collaborative learning using canva application. Before the treatment was given, the students were only introduced to the concept and structure of report text through conventional instruction, without the use of Canva. To assess their initial writing ability,

a pre-test was administered. The results of this pre-test served as the baseline to compare with the outcomes after the treatment. The table below displays the distribution of students' scores in the pre-test.

Figure 2: Score Pre Test

No	Student Name	Score Pre-Test
1	AAA	60
2	AFAR	70
3	ASK	60
4	ADPW	80
5	APA	70
6	AARPDP	70
7	BWA	90
8	DAR	70
9	KZZ	80
10	MGAR	70
11	MYM	60
12	MNSM	60
13	MAM	70
14	MAUM	90
15	MFA	80
16	MFAN	70
17	MRR	60

18	NSK	80
19	NFA	80
20	NAF	60
21	RA	70
22	RAM	80
23	SSHHP	70
24	SIB	60
25	SAF	60
26	YAD	60

According to the data presented above, a total of 26 students participated in the pre-test. The students' scores were then analyzed using SPSS version 24 to calculate the highest and lowest scores, as well as the mean and standard deviation. The results of this analysis are presented in the following section.

Report

Pre-test

Mean	N	Std. Deviation	Median	Std. Error of Mean	Minimum	Maximum	Variance	Kurtosis	Range
70.38	26	9.584	70.00	1.880	60	90	91.846	-.671	30

The table above shows that mean of pre-test is 70.38 with std deviation 9.584. The minimum score is 60 and maximum score is 90. After obtaining this statistical information, the researcher created a histogram to illustrate the students' pre-test

achievement in writing report texts. The histogram of the pre-test scores is shown in the figure below:

Histogram

Mean = 70.38
Std. Dev. = 9.584
N = 26
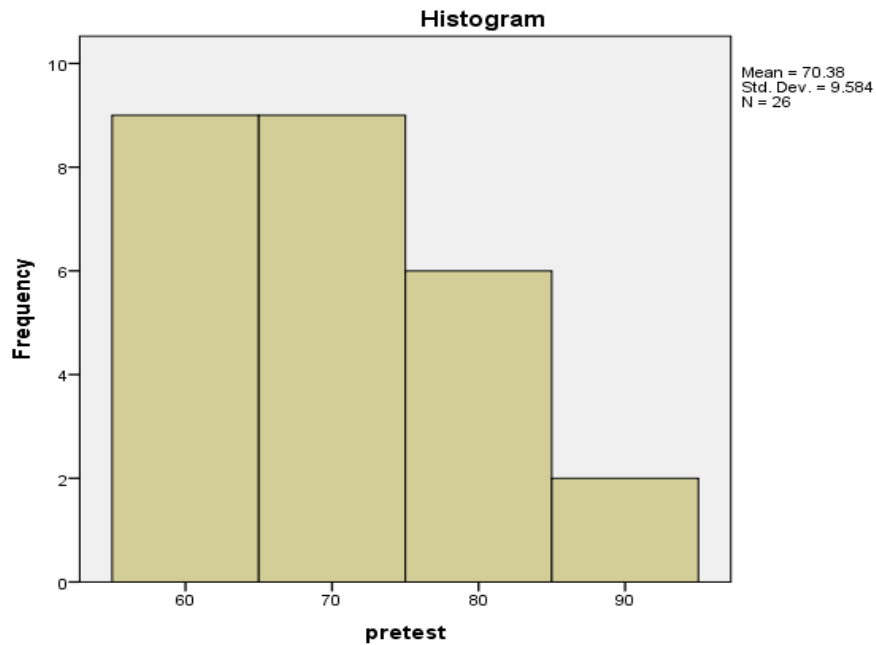
According to table above shows that there are 9 students who scored 60 and 70. There are 6 students who scored 80. The highest score, 90, was obtaining by 2 students.

2. The description of post test score

In this study, the post-test was administered using the same writing task as the pre-test. However, unlike the pre-test, students had already received treatment through Canva application. This treatment aimed to improve their ability to write label texts. The following table presents the distribution of the students' post-test scores after completing the learning process using Canva application

Figure 3: Score Post Test

No	Student Name	Score Post-test
1	AAA	90
2	AFAR	100
3	ASK	90
4	ADPW	100
5	APA	90
6	AARPDP	90
7	BWA	100
8	DAR	90
9	KZZ	100
10	MGAR	100
11	MYM	90
12	MNSM	80
13	MAM	90
14	MAUM	90
15	MFA	100
16	MFAN	100
17	MRR	90
18	NSK	100
19	NFA	90
20	NAF	90

21	RA	90
22	RAM	100
23	SSHHP	90
24	SIB	90
25	SAF	90
26	YAD	90

According to the data presented above, a total of 26 students participated in the post-test. The students' scores were then analyzed using SPSS version 24 to calculate the highest and lowest scores, as well as the mean, standard deviation, and standard error. The results of this analysis are presented in the following section.

Report

Post-test

Mean	N	Std. Deviation	Median	Std. Error of Mean	Minimum	Maximum	Kurtosis	Variance	Range	Std. Error of Kurtosis
93.08	26	5.491	90.00	1.077	80	100	-.524	30.154	20	.887

According to table above shows that mean of scored is 93.08 with std deviation 5.491. The minimum scored is 80 and maximum score is 100. After obtaining this statistical information, the researcher created a histogram to illustrate the students' pre-test achievement in writing report texts. The histogram of the pre-test scores is shown in the figure below:

Histogram
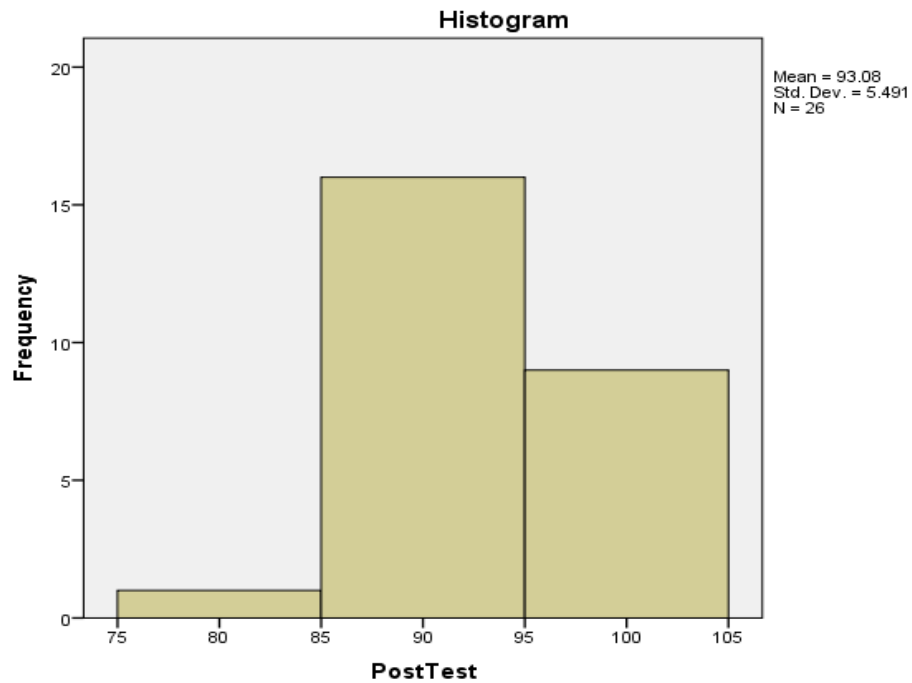
According to the table above the lowest score, 80, was obtaining by 1 student. There are 16 students who scored 90 and the highest score, 100, was obtaining by 9 students.

4.2 Data Analysis

1. Normality Test

Before conducting further statistical analysis to examine the effectiveness of using the Canva application, the researcher performed a **normality test** to determine whether the pre-test and post-test data were normally distributed. The tests used were **Kolmogorov-Smirnov** and **Shapiro-Wilk**, with a significance level (α) of **0.05**. The results are shown in the table below:

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PostTest	.366	26	.000	.715	26	.000
PreTest	.208	26	.005	.853	26	.002

a. Lilliefors Significance Correction

Based on the table, the **Post-Test** data has Sig. values of **0.000** in both tests. The **Pre-Test** data has Sig. values of **0.005** (Kolmogorov-Smirnov) and **0.002** (Shapiro-Wilk). All significance values are **below 0.05**, indicating that **both pre-test and post-test scores are not normally distributed**.

Since the data is **not normally distributed**, the researcher used **non-parametric statistical tests** for further analysis. In this case, the **Wilcoxon Signed-Rank Test** to examine the difference within and between groups.

2. Hypothesis test

To determine whether there is a significant difference in students' writing skills before and after using the Canva application, the researcher used the **Wilcoxon Signed-Rank Test**. This non-parametric test was chosen because the data from the pre-test and post-test were not normally distributed, as shown in the normality test results.

a. **Null Hypothesis (H₀):** There is no significant difference between student pre-test and post-test scores. *(The use of Canva application has no effect on students' writing skills.)*

b. **Alternative Hypothesis (H₁):** There is a significant difference between students' pre-test and post-test scores. *(The use of Canva application has a positive effect on students' writing skills).*

Ranks

		N	Mean Rank	Sum of Ranks
PostTest – PreTest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	25[b]	13.00	325.00
	Ties	1[c]		
	Total	26		

a. PostTest < PreTest

b. PostTest > PreTest

c. PostTest = PreTest

The results above show that almost all students showed an increase in writing skills after participating in learning using Canva. No students experienced a decline, and only one student stagnated.

If this result is followed by a significance value (p-value) <0.05 in the Wilcoxon output (eg 0.000), then it can be concluded that the use of Canva statistically significantly improves students' writing skills.

Test Statistics[a]

	PostTest - PreTest
Z	-4.476[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The result shows that The **Z value** is **-4.476**. and the **p-value (Asymp. Sig. 2-tailed)** is **0.000**, which is **less than 0.05**. This means that the null hypothesis (H$_0$) is **rejected**, and the alternative hypothesis (H$_1$) is **accepted**.

Based on the Wilcoxon Signed-Rank Test, there is a statistically significant difference between students' pre-test and post-test scores after the use of the Canva application. This indicates that the use of Canva in teaching label text is **effective in improving students' writing skills** at MTsN 3 Jombang.

4.3 Discussion

The results of this study indicate that the use of the Canva application as a learning medium significantly improves the label text writing skills of class IX-A students of MTsN 3 Jombang. Based on the Wilcoxon Signed-Rank Test statistical test, a significance value of 0.000 (p <0.05) was obtained, which means that there was a significant increase between students' pre-test and post-test scores after Canva was implemented in learning. The average student score increased from 70.38 to 93.08,

with a decrease in the standard deviation from 9.584 to 5.491 which shows that student learning outcomes are more evenly distributed.

These findings support the theory of constructivism, which states that knowledge is actively constructed by students through direct experience and interaction ((Piaget, 1972); (Vygotsky, 1978)). Through Canva, students not only receive materials, but also actively build their understanding through exploration of design, text, and information visualization. Canva as an interactive visual media supports a meaningful learning process, allowing students to integrate information multimodally, as emphasized in the theory of multimodal learning (Kress & van Leeuwen, 2006), which states that learning that involves text and visuals simultaneously increases students' absorption and understanding.

The results of this study are also in line with the findings of (Husna & Dantes, 2020), which state that Canva can increase active participation, self-confidence, and the ability to compose text in a structured manner. Likewise, research by (Rizky, 2020) revealed that students who learned to write using Canva showed a significant increase in results compared to students who learned using conventional methods. By using Canva, students feel freer to express their ideas in a visually appealing format, which has a direct impact on the quality of their writing.

However, several classical theories warn of the limitations of digital visual media. According to (Sweller, 1994) in Cognitive Load Theory, excessive use of visual elements can cause cognitive overload, especially if students are not yet

accustomed to using technology or have low digital literacy skills. In this context, the success of using Canva is highly dependent on the level of students' digital readiness and teacher guidance in directing the learning process in a structured manner.

Previous Research Findings and Position of This Research

Previous research has proven the effectiveness of Canva in teaching text types such as recount, descriptive, and greeting cards ((Fadlilah, 2023); (Rizky, 2020)). However, not many studies have examined the use of Canva in the context of label text, which is a short functional text that requires the delivery of information concisely, clearly, and directly.

This study fills the gap (research gap) by focusing on label text which has its own characteristics. The use of Canva in label text has proven to be very appropriate because Canva's visual elements are very helpful in conveying important information concisely but attractively. This makes this study unique in terms of the content context and type of text taught.

Implications for the Field of Science

The results of this study provide important contributions to the field of English language teaching, especially writing skills at the junior high school/Islamic junior high school level. These findings indicate that:

1. Interactive visual media such as Canva can be effectively integrated into teaching short functional texts. This opens up new opportunities for teachers to develop more creative and real-world-relevant learning approaches.

2. The use of Canva supports the development of student's digital literacy, which is one of the 21st-century competencies that must be possessed by students.

3. This study also enriches the literature on technology-based teaching strategies, especially in the context of Project-Based Learning (PjBL), where students actively create real products (in this case digital text labels) as learning outcomes.

Thus, this study not only provides empirical evidence that Canva is effective in learning text labels, but also provides new directions in the design of technology-based English learning that is more contextual, creative, and student-centered.

CHAPTER V

CONCLUSSION AND SUGGESTION

5.1 Conclussion

Based on the findings and data analysis presented in the previous chapter, it can be concluded that the use of the **Canva application is significantly effective** in improving students' writing skills, especially in learning **label text** at MTsN 3 Jombang. This conclusion is supported by the increase in the mean score from the pre-test (**70.38**) to the post-test (**93.08**), indicating a considerable improvement in students' writing performance after being taught with Canva.

Furthermore, the results of the **Wilcoxon Signed-Rank Test** showed a significance value of **0.000** ($p < 0.05$), confirming that the improvement is statistically significant. Students' writings improved not only in terms of content but also in structure, vocabulary, grammar, and mechanics. The visual and interactive features provided by Canva helped students to organize their ideas more clearly and creatively.

Additionally, the use of Canva contributed to greater student motivation, participation, and confidence during the learning process. This study supports the idea that integrating technology-based media, such as Canva, into English writing instruction can enhance learning outcomes and provide a more engaging and meaningful experience for students.

5.2 Suggestion

Based on the conclusions above, the researcher would like to offer several suggestions:

1. **For English Teachers:**

   Teachers are encouraged to use Canva as an alternative media in teaching writing, especially for short functional texts like label text. Canva not only enhances students' writing skills but also increases engagement through its visual and user-friendly interface.

2. **For Students:**

   Students should take advantage of Canva to develop their creativity and writing ability. By exploring templates, design elements, and layout features, they can better express their ideas and organize information in a structured way.

3. **For Schools:**

   Schools should support the integration of digital media like Canva in English classes by providing access to digital tools and training for teachers. This will help in creating a more modern and effective learning environment.

4. **For Future Researchers:**

Further studies are recommended to explore the use of Canva in teaching other types of texts such as descriptive, narrative, or procedural texts. Future research may also involve a control group to provide a stronger comparison and further validate the findings.

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APPENDICES

Nomor	: 1511/Un.03.1/TL.00.1/05/2025	02 Mei 2025
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Survey**	

Kepada

Yth. Kepala MTsN 3 Jombang
di
Jombang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Adimas Saiful Anam
NIM	:	18180040
Tahun Akademik	:	Genap - 2024/2025
Judul Proposal	:	**The Effectiveness of Using Canva Application Towards Student's Writing Skills In Teaching Label Text in MTsN 3 Jombang**

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Ketua Program Studi TBI
2. Arsip

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.ld. email : fitk@uln_malang.ac.ld

Nomor	: 1537/Un.03.1/TL.00.1/05/2025	05 Mei 2025
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada

Yth. Kepala MTsN 3 Jombang
di
    Jombang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Adimas Saiful Anam
NIM	:	18180040
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2024/2025
Judul Skripsi	:	**The Effectiveness of Using Canva Application Towards Student's Writing Skills In Teaching Label Text in MTsN 3 Jombang**
Lama Penelitian	:	**Mei 2025** sampai dengan **Juli 2025** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 9730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

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SURAT KETERANGAN PENELITIAN
Nomor: 509 /Mts.13.12.03/HM.02.2/05/2025

Yang bertanda tangan di bawah ini:

Nama	: Dr. H. Muhammad Masrul, S.Ag., M.Pdl.
NIP	: 196912132007011024
Pangkat / Gol. Ruang	: Pembina (IV/a)
Jabatan	: Kepala Madrasah

Menerangkan dengan sesungguhnya bahwa identitas di bawah ini :

Nama	: Adimas Saiful Anam
NIM / NIMKO	: 18180040
Program Study	: Tadris Bahasa Inggris
Fakultas	: FITK (Fakultas Ilmu Tarbiyah dan Keguruan)
Universitas	: UIN Maulana Malik Ibrahim Malang

Telah melaksanakan Kegiatan Penelitian pada tangggal 22 s.d 27 Mei 2025 dengan judul
The Effectiveness of Using Canva Application Towards Student's Writing Skills In Teaching Label Text in MTsN 3 Jombang

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Jombang, 28 Mei 2025
Kepala,

Muhammad Masrul

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Terakreditasi "A" SK-BAN-PT Depdiknas Nomor: 031/BAN-PT/Ak-X/S1/VI/2007
Jalan Gajayana 50 Malang 65144 Telepon 559399, Faksimile 559399

BUKTI KONSULTASI

Nama	: Adimas Saiful Anam
NIM	: 18180040
Jurusan	: Tadris Bahasa Inggris
Dosen Pembimbing	: Dr Alam Aji Putera, M. Pd
Judul Skripsi	: "The Effectiveness of Using Canva Application Towards Student's Writing Skills In Teaching Label Text in MTsN 3 Jombang"

NO.	HARI / TANGGAL	MATERI KONSULTASI	PARAF
1.	Senin, 06-01-2025	Konsultasi Proposal Skripsi Bab 1	1.
2.	Senin, 03-02-2025	Konsultasi Proposal Skripsi Bab 2	
3.	Senin, 10-03-2025	Konsultasi Proposal Skripsi Bab 3	
4.	Senin, 21-04-2025	Konsultasi Proposal Skripsi Bab 1,2,3	
5.	Selasa, 27-5-2025	Konsultasi Proposal Skripsi bab 4	
6.	Jumat, 30-5-2025	Konsultasi Proposal Skripsi bab 4	
7.	Senin, 2-6-2025	Konsultasi Proposal Skripsi bab 4	
8.	Rabu, 4-6-2025	Konsultasi Proposal Skripsi bab 4	
9.	Jumat, 6-6-2025	Konsultasi Proposal Skripsi bab 4,5	
10.	Senin, 16-6-2025	Konsultasi Proposal Skripsi bab 5	
11.	Kamis, 19-6-2025	Konsultasi Proposal Skripsi bab 5	

Malang, 20 Juni 2025

Menyetujui
Dosen Pembimbing

Mengetahui,
Kepala Jurusan TBI

Dr Alam Aji Putera, M. Pd
NIP.19890421201802011153

Prof. Dr. H. Langgeng Budianto, M. Pd
NIP.197110142003121001

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RENCANA PROGRAM PEMBELAJARAN

(RPP)

Mata Pelajaran	:	Bahasa Inggris
Nama Sekolah	:	MTsN 3 Jombang
Kelas/Semester	:	IX/1
Materi	:	Label Teks
Alokasi Waktu	:	2x pertemuan (2 x 30)

1. **Kompetensi Inti**

   KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

   KI 4 Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

2. **Kompetensi Dasar**

   KD 3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk label dengan meminta dan

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memberi informasi terkait obat/ makanan/ minuman, sesuai dengan konteks penggunaannya.

KD 4.3   Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk label dengan meminta dan memberi informasi terkait obat/ makanan/ minuman.

3. **Tujuan Pembelajaran**

Setelah mengikuti kegiatan pembelajaran dengan materi **Label Teks** peserta didik dapat

1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk label pendek sederhana terkait obat/ makanan/ minuman

2. Dapat membuat label teks secara mandiri

Character building: Mandiri, berani, dan tanggung jawab.

4. **Alat, Media dan Sumber Belajar**

   a. **Alat**   :   Papan tulis, Spidol, Penghapus

   b. **Media dan Sumber Belajar**   :   Paper exercise, Kamus Bahasa Inggris

5. **Langkah-langkah Pembelajaran**

   a. **Pendahuluan**

   1. Guru membuka pembelajaran dengan ucapan salam

   2. Peserta didik mengawali pembelajaran dengan berdoa yang dipimpin

oleh guru

3. Siswa diberi brainstroming sebelum memulai pembelajaran

b. Inti

1. Guru membagikan lembar excercise label teks kepada siswa

2. Guru memantau pembelajaran peserta didik untuk tertib dalam proses pembelajaran

3. Siswa diperkenan kan untuk membuka kamus apabila ada kata yang belum dimengerti

4. Guru bersama peserta didik bersama sama membahas excercise label teks

5. Guru bertanya kepada peserta didik tentang beberapa vocabulary dari excercise label teks

c. Penutup

1. Guru memberikan evaluasi tentang materi hari ini

2. Guru memberikan informasi terkait pembelajaran pertemuan depan

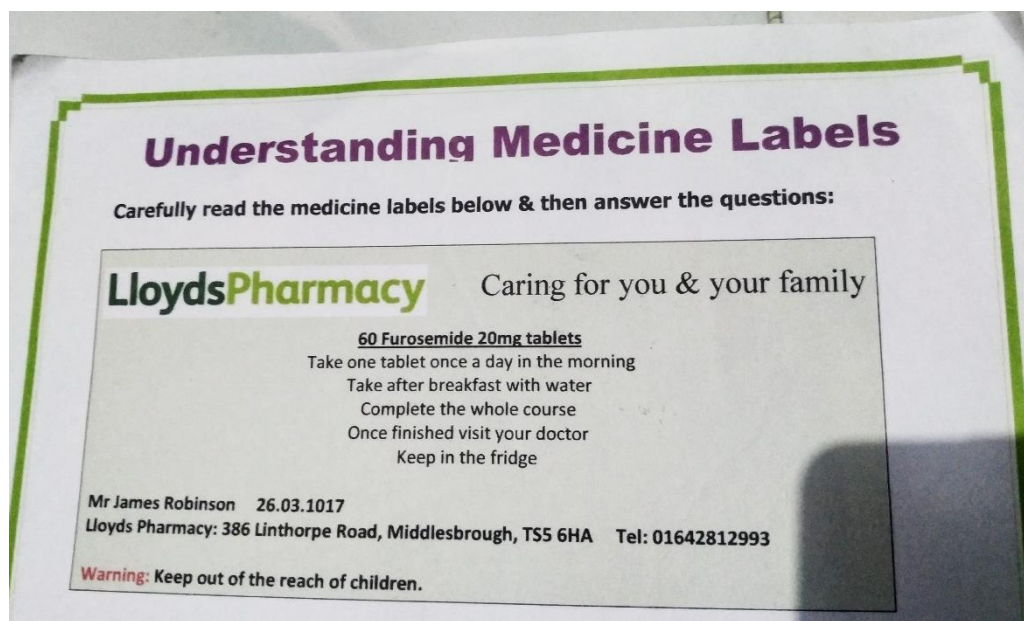3. Guru menutup pembelajaran

6. Penilaian

a. **Pengetahuan** **:** Ketepatan pengerjaan tugas

b. **Sikap** : Kerjasama, Tanggung jawab

c. **Keterampilan** **:** Dilakukan selama sesi tanya jawab

EXCERCISE

Student Name :

Student ID :

Class :

1. What is the name of the pharmacy? _____

2. How many tablets are there in the box?_____

3. How many tablets should be taken each time?_____

4. When should the medicine be taken?_____

5. Where should the medicine be kept?_____

6. Who is the medicine for?_____

7. When was the medicine given to the patient?_____

8. What is the pharmacy address?_____

9. What is its phone number?_____

10. What is the warning?_____

Key Answer:

1. LlyodsPharmacy

2. 20 tablet

3. One tablet

4. In the morning

5. Keep in the fridge

6. For those with Llyod's disease

7. Before 26.03.1017

8. 386 Linthorpe Road, Middlesbrough, TS5 6HA

9. 01642812993

10. Keep out of the reach of childr

Read the following text and answer the question

Read the following text and then answer the questions!

Porridge with Strawberries
450 kcal Regular Serving Range
Delicious, Lightweight, Freeze-Dried Meals

Ingredients : milk, cream, porridge oats (15%), sugar, diced strawberry (3%)
Preparation : Remove the oxygen absorber (sachet) from inside the pouch. Slowly add ml hot water, stirring as your pour and then close the bag. Wait 5-8 minutes for the food to (Cold water will suffice, however the rehydration time is much longer.)

Nutritional Information		
	Per 100g	Per meal
Energy KJ	2043	1900
Energy Kcal	488	450
Fat	22.5 g	20g
Fibre	3.0g	2.8g
Protein	12g	11g
Salt	0.20g	0.17g
Sodium	0.09g	0.08g
Trans fatty acid	0.2g	0.19g

For Best Before Date and Batch number: See Stamp
Expedition Food, Unit 5, West Dock Avenue
Hull, East Yorkshire, United Kingdom

1. What is the product above?

2. How many fat does the product contain?

3. How many percent is the porridge oats?

4. What ingredients are mentioned in the product above?

5. How long should we wait for the food to rehidrate?

The following text is for number 11−15.

ASTHMA POWDER.

(B.P.C.)

Half a tea-spoonful or more to be burnt and the fumes inhaled every 5 or 4 hours if required, and at bed-time, for Asthma, Hay Fever, Catarrh, Colds, etc.

C. CHARNLEY, Dispensing Chemist,
THE GROVE PHARMACY.
TEL. 59.] WILMSLOW. [ESTAB. 1864.

1. What kind of medicine is it?

2. When mus we inhale the fume?

3. When was the Grove Pharmacy built?

4. What kind of text is it?

5. Mention disease can be cured by the product above, *except* ..

Key Answer

1. **Porridge with strawberries**

2. **{22,5 g/100g} {20g/meal}**

3. **15%**

4. **Milk, cream, porridge oats, sugar, diced strawberry**

5. **Wait 5-8 minutes**

6. **It is for lung problems**

7. **3 hours once**

8. **1864**

9. **Label Text**

10. **Melanom**

Figure 1: Pre Test

Figure 2: Treatment 1

Figure 3 : Treatment 2

Figure 4 : Post Test