

CHAPTER I

INTRODUCTION

1.1. Background of the Study

The importance of ICT integration into the curriculum should be taken into consideration by schools and other educational institutions that aim to prepare students for life in the "knowledge community" (Ghavifekr et al., 2017). The use of computer-based communication integrated into the regular teaching process is known as information and communication technology (ICT) integration in education. Incorporating ICT into the classroom is something that teachers are expected to do in addition to helping students get ready for the modern digital world. This is because ICT can offer a proactive and dynamic environment for learning and teaching (Arnseth & Hatlevik, 2012 ; (Christiana & Anwar, 2021). The utilization of ICT in education typically refers to a technology-driven approach to teaching and learning that is closely linked to the use of educational technology in classrooms. The issue of ICT integration in schools, particularly in the classroom, is crucial because students are accustomed to technology and will learn better in a technology-based environment. This is so that, with the aid and support of ICT elements and components, effective learning can be achieved through the application of ICT, which greatly contributes to the pedagogical aspect of education (Jamieson-Proctor et al., 2013).

The educational landscape of today has been changed by the rapid development of technology, necessitating creative integration between classroom instruction and new technologies. The use of technology-based language learning in EFL contexts is growing. Using a variety of learning resources, different learning objectives have been achieved. For instance, distinct learning materials are used to develop various writing skill aspects when teaching writing skills. Furthermore, mobile applications are employed to enhance students' writing proficiency and self-efficacy (Haerazi et al., 2020). One popular program or app that lets users design anything and share it anywhere is called Canva. It can be downloaded for free from the web and mobile app stores. Additionally, teachers

can use Canva to involve their students and enhance the interactivity of teaching-learning activities (Larasati, 2022). A wide range of resources are available on Canva, an online design tool, including infographics, presentations, resumes, flyers, posters, banners, bookmarks, logos, designs, and more. When creating educational media with the eye-catching designs found on Canva, pupils as well as teachers are encouraged to let their creativity run wild. Teachers must supply pictures or photos templates and high-quality media for Canva to customize the size and shape. A few times are designated for the creative process by teachers who use Canva. Through the use of a computer or mobile device, students can plan their learning to take place at any time and location. They can collaborate to create a range of materials that the teacher provides.

Writing is a communication process that uses conventional graphic systems to communicate ideas to readers (Haerazi et al., 2020). Writing demands advanced skills, as demonstrated by the writing unit's emphasis on spelling, grammar, sentences, vocabulary, and structure—all students must understand. However, it is important to understand that Allah SWT, the all-knowing entity, contributes to that learning and uses *qalam* to instruct humans.

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

“The One who teaches (man) by means of the qalam, teaching man what he did not know” (QS. Al-Alaq: 4-5).

This verse demonstrates the significance of writing to the improvement of human civilization and science. This verse also affirms that Allah instructs people to use writing tools (*qalam*), which facilitates information sharing. One way to put this teaching into practice is by having junior high school students write recount texts using Canva. Students can learn to write more effectively and creatively by utilizing contemporary tools like Canva, keeping with the Al-Qur'an advice to write and share knowledge.

The 2013 curriculum (Rustandi & Rachlan, 2017 ; Larasati, 2022) teaches four texts: Procedure, Retelling, Narrative, and Descriptive. In this study, the retelling text is employed. On the other hand, the typical structure of a recount

text consists of three sections: orientation, which typically offers background information about the topic, characters, and historical period; events, which present "What happened" in chronological order; and reorientation, which summarizes the events and conveys the author's emotions after experiencing them. Students experience many difficulties when writing in junior high school English classes. Because teachers only assign texts without explanation, students initially believe writing is unimportant (Aunurrahman, Hamied, & Emilia, 2017 ; Hadi et al., 2021). Numerous pupils need to improve their grammar, which is the second issue. Writing abilities depend on students' ability to use grammar correctly because it enables them to create well-written, coherent sentences. The third issue is the limited vocabulary that students use when writing. Lack of vocabulary has a greater impact on writing quality than other factors like students' motivation and preparedness for class. To write texts and strengthen their arguments, students must have a large vocabulary.

Enhance teaching and learning, there has been an important change in the scope of education in recent years toward the use of technology. Since digital tools open up new creative and expressive possibilities, writing has changed as a fundamental skill. Students can participate in the writing process through an interactive and visual media with Canva's wide range of design features. The well-known graphic design platform Canva, which provides a range of templates, images, and tools to create visually appealing content, is used as a writing tool in junior high school education. Visual learning media are a collection of learning tools that convey information through visual means only, without the need for auditory cues. Explained in the Quran surah An-Naml (27) 44:

قِيلَ لَهَا ادْخُلِي الصَّرْحَ فَلَمَّا رَأَتْهُ حَسِبَتْهُ لُجَّةً وَكَشَفَتْ عَنْ سَاقَيْهَا قَالَ إِنَّهُ صَرْحٌ مُمَرَّدٌ مِنْ قَوَارِيرَ ۗ قَالَتْ رَبِّ إِنِّي ظَلَمْتُ نَفْسِي وَأَسْلَمْتُ مَعَ سُلَيْمَانَ لِلَّهِ رَبِّ الْعَالَمِينَ ۗ

It was said to her, "Enter the palace." So when she saw it, she thought it was a great pool of water, and she uncovered her calves. He (Sulaiman) said, "This is only the floor of the palace covered with glass." She (Balqis) said, "O my Lord, indeed, I have wronged myself. I surrender with Sulaiman to Allah, the Lord of all worlds."

Its connection to the educational process, which is also one of the communication channels within the field of education. The Prophet Sulaiman's use of the hudhud bird media to deliver a letter to Queen Balqis is an example of how the learning process is put into practice. Balqis is an example of how technology was used at the time since it allowed for more effective and efficient communication through the use of birds. Both are made possible by infrastructure and facilities that make use of cutting-edge technology to create a welcoming and comfortable environment. Therefore, to achieve all the goals of learning, it is necessary to use facilities that can make students feel comfortable as well as media that can help with communication during the process.

Exploring the incorporation of Canva into media writing can give students useful skills and enhance their communication abilities, particularly in light of the growing emphasis on digital literacy and creativity in education. To understand students' perspectives on using Canva on their writing skills, the study "Exploring Students' Perceptions of Using Canva as a Recount Text Writing at the Junior High School Level" aims to find out how students perceive the use of Canva as a tool to create a recount text writing skills.

Studies carried out by (Andriyanti et al., 2023), In light of this, the goal of the research on "Teaching Writing Through Canva Application To Improve Students' Writing Skills". To do this, two writing classes' worth of 44 Indonesian EFL students was randomly assigned to the control and experimental groups. Before treatment, both groups completed a pre-test. During the lesson, the Communicative Language Teaching (CLT) approach was used to teach both classes. However to help them explore their writing concepts, students in the experimental group were told to use Canva as a writing tool. Following the treatment, both groups took a post-test. Subsequently, the number of writing errors made by students in both groups was compared using ANCOVA. The results showed that students in the experimental group made significantly smaller writing errors than those in the control group, confirming Canva's positive effect on students' writing abilities.

Then according to research conducted by (Larasati, 2022), This study, conducted in a junior high school in Ciamis, Indonesia, with the goal of “Empowering Students' Creative Writing Abilities By Using Canva (A Case Study Research In One Of The First High Schools In Ciamis)”, shows that both teachers and students are satisfied with the use of Canva as a creative writing teaching tool. The qualitative case study shows how well teachers use the constructivism learning model to stimulate students' interest in learning creative writing through the use of observations, questionnaires, and interviews. Furthermore, the students expressed a definite preference for utilizing Canva as a digital writing tool because they believed it would help and inspire them to write more creatively. The study uses several sources on constructivism, technology, and writing teaching to further support the effectiveness of Canva as a tool to enhance students' creative writing abilities.

Furthermore, research conducted by (Hadi et al., 2021), According to a research assessment, “using the Canva application to teach writing helps students write more effectively”. To determine how well the Canva application enhanced students' writing skills, this study employed a pre-experimental research design and a quantitative methodology. According to the findings, the majority of students in the experimental class performed well enough to complete narrative texts using the Canva app, indicating a significant improvement in their writing abilities. The findings also demonstrated that students' writing performance was enhanced by using the Canva app, which also increased motivation and saved time. Additionally, the study discovered a statistically significant difference between the students' post-test and pre-test results, showing the efficacy of Canva as a writing instruction tool.

There is also, the study recommended integrating social media applications like Facebook into EFL classes under the supervision and guidance of teachers to ensure its effectiveness in improving English language proficiency, particularly in writing skills. Teachers should oversee the use of social media to align with the set teaching and learning objectives. The study emphasized the importance of utilizing Facebook as a learning tool to boost students' confidence

in using English, encourage active participation in class discussions, and enhance writing fluency. The conclusion of the research study emphasizes the effectiveness of using Facebook as a learning tool in EFL writing classes for university students in Indonesia. The findings indicate that Facebook was successful in enhancing students' confidence in using English, promoting active participation in class discussions, and improving English language proficiency, particularly in writing skills. The study suggests that integrating social media platforms like Facebook into EFL classes, under the supervision and guidance of teachers, can be beneficial for students. Overall, the research highlights the potential of social media, specifically Facebook, as a supplementary learning tool in higher education classrooms in Indonesia to enhance EFL learning outcomes (Fithriani et al., 2019).

Then, two studies were conducted to explore the perceptions of university students, specifically Indonesian Business and Administration students, regarding their academic English writing skills in English for specific purposes (ESP). The first study revealed that the Indonesian students had positive attitudes towards writing in English, recognizing its relevance for their academic and professional growth. They also emphasized the importance of regular practice to enhance their writing abilities. However, the second study found that university students, in general, expressed concerns about their English vocabulary limitations and lacked confidence in their English writing skills. Despite these challenges, students found the ESP course enjoyable and beneficial. Both studies highlight the importance of conducting needs analysis and reflecting on course design to ensure it is student-centered and effectively addresses the specific needs and challenges faced by students in academic writing in English. Further research is recommended to develop more effective writing lessons tailored to the needs of these students (Ginting & Dalimunte, 2023).

This study adds novelty by focusing on the use of the graphic design platform Canva as a writing tool for junior high school recount texts. Although Canva is well-known for its adaptability, its intended application in the context of creating recount texts has not received as much attention as it could, so

understanding its distinct viewpoint on students' potential to advance their writing abilities is essential. This use of Canva gives teachers and curriculum developers rich insights into how students engage with this digital tool, going beyond simple observations. Even though research on technology in education exists, this particular investigation of Canva for junior high school students' recount texts is new and adds a great deal to the constantly developing field of technology-enhanced writing instruction. In summary, this study is novel because it focuses specifically on Canva as a tool for junior high school students to write recount texts, analyzes student perceptions in great detail, and offers helpful suggestions for teachers. These aspects of the study offer insightful information about the relationship between technology and writing instruction in the classroom.

In addition to being academically significant, applying students' viewpoints on the use of Canva as a tool for teaching text telling at the junior high school level has real-world implications for integrating technology into education. Finding out what SMP IT Nurul Ilmi students think about using Canva as a writing tool for recount texts is the goal of this study. It is crucial to comprehend how students feel about and react to this technological intervention because of this. Teachers can learn how well Canva supports recount writing abilities and establish a supportive learning environment by investigating students' points of view.

1.2. Research Problem

Based on the background of the problems that have been stated by the author above, then the research problem include:

1. Students' writing skills are still lacking
2. Students' think that writing English is difficult
3. Students' lack of vocabulary when writing texts
4. Students' lack of ability to understand the structure of writing English texts
5. Students' lack of ability to create ideas in writing

1.3. Limitation of Study

The focus of this study is on the particular use of Canva in the writing curriculum, which fills a perceived gap in the literature. While studies on the use of technology in education already exist, this particular investigation of Canva for junior high school students' recount texts is novel and adds much-needed insight into the constantly developing field of technology-enhanced learning about writing.

1.4. Research Question

The research questions that can be investigated based on the above problem's background include:

1. What are students' perception of using Canva as media in writing recount texts at junior high school?

1.5. Purpose of the Study

The purpose of this study is to investigate students' perceptions of using Canva as a media in writing recount texts at junior high school.

1.6. Significant of Study

The focus of the research is to provide something meaningful to the field of education in the English language. This research's significance is:

Theoretical Significance

1. This study contributes to existing research on the use of technology in language learning by providing insight into the effectiveness of Canva in improving students' writing skills.
2. This study adds to the body of knowledge on the use of technology in language learning by examining how well Canva helps students with their writing. This study highlights how important it is for teachers to understand the possible advantages and drawbacks of implementing Canva in the classroom. Teachers can improve student learning by incorporating

Canva into their teaching practices by being aware of its advantages and disadvantages.

Practical Significance

1. For students, the platform offers a variety of tools and templates that inspire students to try different approaches to expressing ideas. Canva can be used by students with different levels of tech proficiency due to its user-friendly design. Canva helps students write more clearly and with better structure by making students organize their ideas visually.
2. For teachers, Canva is a useful tool for teachers to help students improve their storytelling skills through design and visual aids. Due to Canva's ease of use, teachers can incorporate it into the curriculum with little or no student training. Canva is a tool that teachers can use to teach critical writing skills such as drafting, editing and outlining.
3. For researchers, this study helps in the development of effective and interactive learning media to improve students' writing skills. Canva can be used as a tool in developing learning media that can improve the quality of learning.
4. For others, this research can help in developing students' technological abilities, as well as improving the quality of education.