

CHAPTER II

LITERATURE REVIEW

2.1. Perception

2.1.1. Definition of Perception

According Ghadirian, Ayub, & Salehi (2018) defined perception as an information-gathering process of actions. Students' exposure to certain environments can contribute to that acquisition. Arifin, Fuady & Kuswarno, (2017) defines perception as knowledge about things, happenings, or connections gleaned through experience, inference, and message interpretation. On the other hand, perception, according to Sugihartono (in Arifin, Fuady, & Kuswarno, 2017), is the process by which stimuli are converted into human senses through the senses. There is a distinction in human perception between perceiving something positively or well and perceiving something negatively that will influence human behavior. Perception is commonly defined as a conscious phenomenon that manifests as a physical sensation and indicates an individual's understanding capacity. The processes of interpretation, reaction, and selection are used to gather responses (Erin & Maharani, 2018). An additional Nugroho definition (in Saifuddin, 2020) the process of perception begins with the application of the five senses to take in a stimulus. It is then arranged and interpreted to provide an understanding of what is sensed. Based on the definitions given above, it can be concluded that each person's experiences and feelings shape their perceptions. Perception is the process of learning about the environment around us by observation, experience, inference, and message interpretation.

2.1.2. Students' Perceptions of Using Canva in Writing

According to Aristotle (Sword et al., 2012 ; Nurmawarni et al., 2022), perception is a completely pure connection in which the sense or feeling is established by physical experiences. People's perception and understanding of the world they live in are influenced by perception, and knowledge is a force that humans imbue with their existence. Understanding the world helps us predict the effects of our actions, which is an essential ability in a world that is changing all

the time. It's not necessary for perception to give us a perfect, all-inclusive image of the world. The crucial point is that perception offers a useful perspective on the world, where useful is defined as having the capacity to interact with others in the environment safely and effectively.

A variety of visual media, such as presentations, infographics, and posters, can be made with Canva, a graphic design tool. The usage of Canva in writing classes and its effect on students' opinions of their writing abilities have been the subject of numerous research. A study (Priyatna et al., 2023) examined how college students felt about utilizing Canva in an English writing course. According to the study, 86.4% of students thought Canva was a good resource for enhancing English writing skills because it was simple to use, helpful, and appropriate. The study also showed that students faced difficulties when using Canva, mostly because they weren't prepared to use the platform's features to help with their writing. The study, (Utami & Djamdjuri, 2021) investigated how students felt about utilizing Canva in writing classes. According to the study, Canva improved students' writing class motivation and skills. The survey did find, however, that students faced challenges when utilizing Canva, including the requirement for additional time to create programs and the price of the premium account. Lastly, a study (Putri & Syafryadin, 2023) looked into how students felt about using Canva to write brief, functional texts. According to the study, because Canva made their writing more aesthetically pleasing and interesting, students positively about using it in writing classes.

Based on existing research, it appears that students' opinions about Canva in writing classes are generally positive. Canva's features may present certain difficulties for students to use, especially if they are not yet ready to use them. For students to be able to use Canva to enhance their writing skills, teachers must give them the necessary instruction and support.

2.1.3. Factors Impacting Students' Perceptions

Different perspectives can be seen in the way students view writing. It can become difficult, elusive, and demanding, particularly if students don't understand the fundamentals of teaching strategies for students learning a foreign language

(FL) or second language (SL) or if their teachers aren't the same. Students who lack writing concepts and have had bad writing experiences in the past tend to believe that writing is unimportant. Students' positive perceptions, in contrast to these negative ones, are ascribed to specific elements, such as writing techniques (Ismail, 2011 ; Zulaiha & Triana, 2023) and specific objective elements in the educational process (Deveci, 2018 ; Zulaiha & Triana, 2023).

This suggests that depending on how specific fundamental writing techniques, approaches, and resources are applied throughout the learning process, students may have two different opinions about how much their writing abilities have improved. These opinions may be positive or negative. Many factors can lead to different perceptions, such as the perceiver's attitudes, motives, interests, experiences, and expectations; the perceived object or target's novelty, movement, sound, size, shape, shadow, silhouette, motion, background, proximity, and similarity; or the situation in which the perception is made, such as time, work environment, and social environment (Kondalkar, 2007; Robbins & Hakim, 2017 ; Zulaiha & Triana, 2023). As a result, people's perception develops from previous experiences.

A few studies have confirmed that students can identify differences in perceptions during writing assignments, which may be positive or negative. Additionally, (Zulaiha & Triana, 2023) state that students who are taught to use collaborative methods to write essays and assignments positively write essays. Additionally, when it is stated that it is a need, it will be characterized as positive. The majority of them are content with using technology and engaging in critical thinking exercises, which help them to improve their general state of mind. Similar findings were made by (Menke and Anderson 2019 ; Zulaiha & Triana, 2023), who discovered that students struggle with a variety of writing-related issues, such as unclear expectations and ambiguous language and content interpretation. (Ceylan, 2019) added that a lot of students struggle with fundamental writing techniques like prewriting, drafting, editing, and choosing writing topics. Furthermore, they believe that the language-related aspects of

academic writing are more challenging than the parts that deal with structure and content.

According to previous studies, students who are provided with writing strategies, techniques, and specific media to aid in their learning of the writing process are perceived favorably. On the other hand, when students lack experience in writing classes or keep differing opinions from their teachers, learning to write can become a significant challenge.

2.2. Canva as Media

Canva is an invaluable media tool that significantly enhances the process of writing and presenting recount texts. By providing many templates and design elements, Canva allows writers to visually represent their stories, making them more engaging and accessible. Users can select from various layouts to structure their recount texts effectively, integrating images, videos, and audio to support the narrative. The platform's intuitive drag-and-drop interface makes it easy to customize designs, ensuring that even those with minimal design experience can create professional-looking documents. Additionally, Canva's collaboration features enable multiple users to work on a project simultaneously, facilitating group work and feedback. With options to export designs in various formats, writers can easily share their recount texts digitally or in print. Overall, Canva transforms the recount writing process into a visually rich and interactive experience, enhancing both the creation and presentation of narratives.

2.2.1. Canva as an Educational Technology



Picture 2. 1. Canva

Canva is an LSM (Learning Management System) for the twenty-first century that is easy to use, dependable, customizable, and tailored to assist teachers and students in spending less time in their classrooms and institutions. Canva is a website graphic design tool that offers access to over a million photos, graphics, and fonts in a drag-and-drop format for visual technology media (Christiana & Anwar, 2021). It features hundreds of sources, millions of images, photo filters, icons, and a free format (Canva, undated). Canva is a tool that helps you create any kind of content and share it anywhere. It functions on desktop PCs and smartphones. For more than 10 million users across 179 countries, Canva has created more than 400 million designs. Furthermore, desktop browsers and mobile applications can access Canva, which is available in 100 languages.

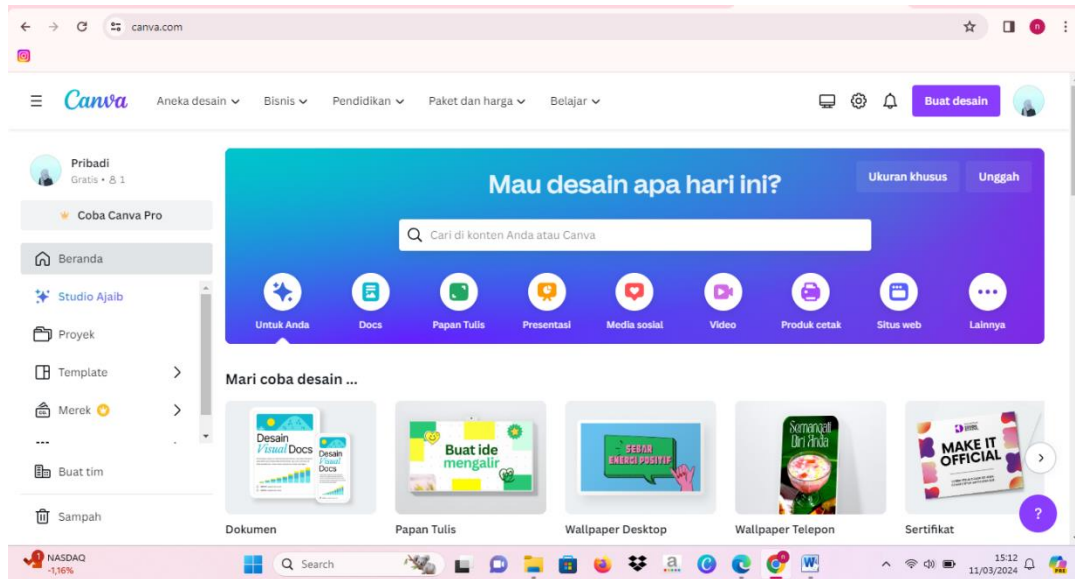
Learning can be facilitated by integrating Canva. According to (Smaldino et al. (2015) ; Christiana & Anwar, 2021), using visual aids in the classroom—like Canva—can accomplish several goals, such as 1) making abstract concepts concrete; 2) inspiring students; 3) providing focused attention; 4) repeating the material; 5) helping students retain previous knowledge; and 6) enhancing the effectiveness of learning. It's thought that Canva is a tool that can convert abstract ideas into concrete sitemaps with just a few clicks. Additionally, providing the necessary facilities, can improve the learning environment and have an impact on

students' attitudes, memory, and focus. Students are more likely to participate in the learning process by focusing direct attention when they feel good about their situation and about what they are doing. To accomplish these learning objectives, teachers are developing various strategies for producing technology-based instructional materials.

Canva for Education is among new forms of content. Canva is a free visual design application that can be used individually and in group settings. Computers, tablets, and smartphones can all access it. It allows learning projects and the making of basic drawings. There are millions of fonts, graphics, and images to choose from. An app called Canva for digital posters can aid in the learning process. The researcher was alerted to the use of digital posters as a teaching media during the learning process for some of the previously listed reasons. With Canva, students can enhance their writing abilities and maintain an engaging academic experience.

2.2.2. Basic Features Canva for Writing

Canva provides a fantastic variety of features that make it simple to change your ideas into eye-catching designs. With Canva's large library of high-quality images, photos, and fonts, users can quickly and simply create designs by dragging and dropping tools. By enabling users to centralize their design assets, collaborate more easily, and maintain brand consistency, Canva for Work enhances an individual experience. This is made possible by the availability of images, design resources, and remixable templates that various teams can use to produce graphics that are consistent with their brands. There are various ways to gain access to Canva. At first, the app can be downloaded from the Play Store. You can use the app's instructions or consult useful tutorials on websites like YouTube if you're not sure how to operate it. As an alternative, Google Chrome can be used to access Canva. You must create an account if you do not already have one. Using your account to log into the Canva app will make things easier. If you already have an account, you can log in.



Picture 2. 2. Fiture of Canva

Writing is a writer's activity to express their ideas, knowledge, and feelings in a paper or other media. With Canva as a writing tool, students can utilize the following basic features to help them learn how to write recount texts. Here are the processes that have been taken from (Dewi, 2021):

1. Pre-writing

Firstly, pre-writing is the first step of the writing process as the guideline of writing. In this stage, the students do not start to write. They do their planning. They decide and narrow the topic, consider the audience and purpose of the writing, and gather details before writing, such as outlining. In this case, students can choose the features of the image and graphics section, students can choose the images they want available in Canva to use as ideas in writing recount texts. After that students can use the Options feature to download and share. When they have found the image they want they can download the image as needed for part of their writing plan.

2. Drafting.

Drafting means the students start to write the first draft of their writing. In this stage, the students need to focus on the word choice, grammar, and complex ideas that need to be developed in roughly the format they intend. In this case,

students can use the document storage features available in Canva. The features are Canva is a cloud-based platform that operates in the cloud, allowing users to view and edit the documents that they have previously created. The documents can be images or PDFs that they have planned beforehand. They can view from any location with an internet connection. Students can now more easily work on their documents at any time and from any location with cloud-based storage.

3. Revising

Revising is correcting significant errors such as revising overall structure and sentences, revising word choice, and revising paragraphs to improve writing. There are several revision strategies: color coding and peer revision. Peer revision is used to provide suggestions to get feedback from peers as said by Dewi (2019) that peer feedback is comments or suggestions from peers of the same level, which can help writers improve their products. In this process students can use the features of text formatting tools. Canva offers a number of options for text formatting, such as alignment, size, color, font, and spacing. By using this feature students can revise their writing again when they have received feedback. Furthermore, students can create and edit documents easily using the drag and drop editor thanks to Canva's user-friendly interface. Students may find it easier to produce visually appealing and readable documents as a result of this.

4. Editing and proofreading

Fourthly, editing and proofreading are when the writer polishes the writing and fix grammar, spelling, facts, and mechanics errors. In this process students can use more features to write recount texts. The first feature they can use is Templates. Canva provides various templates for different types of documents, such as infographics, reports, posters, and presentations. For writing, students can choose a template according to the story they have planned beforehand. It then features text formatting tools. Canva offers a number of options for text formatting, such as alignment, size, color, font, and spacing. Although the text formatting feature is already used during revising, students can use it again during the editing process. This aims to improve the writing that students want to change

according to their wishes. The next feature is images and graphics. Students can quickly add over a million photos and graphics from Canva's library to their writing. Students can more easily incorporate visual appeal in their writing so that it looks appealing to readers. And finally, it features Visual design elements, Image editing tools, and Drag and drop editor. These three elements have the same function, namely to edit student writing so that students can more easily improve the visual appeal of the writing created. Students can choose the editing tools available in Canva, change colors, fonts, and background images according to their needs in writing recount texts.

5. Publishing

Lastly, publishing is ready to share the product of the writing with the readers. Focusing on the necessary stages and phases of your writing and what happens to you at different parts of the process may provide you with essential learning milestones. You can benefit just as much as you can from a final, polished written product (Pritchard & Honeycutt, 2005). Finally, the publication is ready to share the written work with the readers. Focusing on the necessary stages and phases of writing and what happens to you at different parts of the process can provide you with important learning milestones. You can benefit just as much from the final polished piece of writing (Pritchard & Honeycutt, 2005). Students can use the option to download and share. Students using this Canva can download documents in PDF, JPEG, and PNG formats. Documents can be shared by users through social media, E-mail, Google Drive, and other channels.

2.2.3. Advantages and Disadvantages of Canva

One of many applications present in the world of technology is Canva. Canva is a design program online which provides a variety of equipment such as presentations, resumes, posters, pamphlets, brochures, graphics, info graphics, banners, bookmarks, and bulletins in Canva app. In the application there are definitely advantages and disadvantages. The advantages and disadvantages are in the Canva app (Monoarfa, M. & Haling, A, 2021):

a) The Advantages of Canva Media:

1. Make it easy for someone in create the desired design or necessary, such as; making posters, certificates, info graphics, video templates, presentations, and more etc. are provided in the Canva application.
2. Because this application provides various kinds of templates already available and attractive, then ease someone in create an existing design provided, just customize only wishes and choices text, color, size, image, and others are provided.
3. Easily accessible, the Canva app easy to reach everyone because it can be obtained through Android or Iphone, only by downloading it for get this app, if use a device. When wearing laptop, the trick is to open Chrome or the Canva web and log in to the Canva app without having to download.

b) The Disadvantages of Canva Media:

1. The Canva app relies on adequate internet connection and stable, if not internet or quota on a smartphone or laptop that will span the application Canva, Canva can't worn or supported in designing process.
2. In the Canva application, there are templates, stickers, illustrations, and fonts. So, there are some paid some are not. But it doesn't matter due to many templates interesting and free other. Just how user can design something interesting and rely on creativity Alone.
3. Sometimes a selected design there are similarities in design with someone else, whatever templates, images, colors, etc. But this too no problem, come back again to the inner user choose something that design different.

From all the statements, it can be concluded that as a technology-based application, Canva provides a learning space for every teacher to carry out a lesson by relying on technology-based learning media. Canva provides more attractive templates to engage students in the learning process. With Canva for Education, you can create engaging lesson content and host activities for your students in class or online. Access thousands of templates for any subject, level, or topic and enjoy all of Canva's premium features for free. Besides, using Canva can attract students' interest in learning, as well as in writing skills, they can write

on Canva according to what they want. With various forms of writing and forms, they can adjust to their wishes.

2.2.4. Impact of Canva on Writing Skill Development

Numerous studies have examined how students can use Canva to improve their writing skills, and the results show that there is a positive correlation between Canva and improved writing skills. For instance, studies have demonstrated how Canva can be incorporated into writing exercises to support learning activities, encouraging students to write in English more creatively and enhancing the caliber of their writing. (Yuyun, 2018 ; Christiana & Anwar, 2021) claimed that by connecting student-centered teaching-learning activities with the use of the online application Canva, teachers can enhance their students' comprehension and encourage their creativity. Moreover, the integration of Canva into the educational process has effectively reduced the obstacles that students encounter when writing, resulting in better writing organization, efficient idea generation, and enhanced creativity. Further evidence that Canva is useful in raising students' writing proficiency comes from a study that used the app to measure its impact on student's writing abilities and produced favorable results. Students will benefit greatly from this, particularly if they can view and use this application with other students and one or more of them do not have a smartphone. Canva has basic features and functionality that allow anyone to create a wide range of shareable, interesting content. Canva can be used to learn how to write in English. For example, they could write a story about previous experiences and then include a feature about the experience, such as an image, diagram, or other element.

2.3. Writing

2.3.1. Definition of Writing

Writing is the most challenging of the four language skills that are taught in schools. Writing is expressing in written form what one thinks or feels that comes to mind (Boyle et al., 2019). Writing is the process of conveying ideas, feelings, and thoughts through essays and other written work, including non-fiction (Djumadin et al., 2020). Writing exercises help students develop internal

controls for literacy mastery, according to (Gaffar et al, 2022 ; Gayatri & Gaffar, 2023) . Students are taught to write with composure, to consider their assignment before beginning, and to write down their thoughts. Furthermore, (Ansi et al., 2023) claimed that writing is an expressive and productive activity that is a crucial component of the learning process that students go through in the classroom. Humans can acquire knowledge through self-learning. In addition, writing can be defined as a process that starts with ideas, moves those ideas into sentences and paragraphs, and thinks through the most effective way to express those ideas. It means the task for the students is to research the ideas and create compelling texts or passages using them.

2.3.2. Types of Text Writing

Text writing can be categorized into various categories according to its goal, organization, and style. Descriptive, narrative, explanatory, argumentative, procedural, recount, critical review, diary/journal entry, and brief functional texts are among the most popular forms of text writing. The goal of descriptive writing is to give a thorough account of a subject, object, or place. A narrative text is based on the perception of time and tells a story. An expository text seeks to educate or elucidate the reader on a specific subject. The goal of an argumentative text is to sway the reader to support one side of the debate. Texts that are procedural or instructional give detailed directions on how to perform a task. The text recounts historical occurrences or experiences. A critical review text assesses and analyzes a specific piece of work or concept. A diary or journal entry is a first-person narrative of one's everyday activities. The goal of a short functional text is to provide a clear and concise message or piece of information (Ida Yulianawati, 2019).

2.4. Recount Text in Writing

2.4.1. Definition of Recount Text

The 2013 Indonesian Curriculum states that students be able to recognize the language's general structure, social function, and linguistic elements. Additionally, students are expected to write and perform short pieces of writing. Recount texts are one type of text that students are taught in schools. "A recount is

a type of written work that describes an incident or experience from the past" (Emilia in Tamie, L. Y., 2021 ; (Royani & Deswarni, 2023)). According to Olson et al. (2020), a recount text is one that recalls historical events. Recount texts describe what transpired in a particular order of events. (Sitorus & Sipayung, 2018) states that there are two ways to view different kinds of recount texts: at first, in the context of the individual account. It is a narrative that recounts the author's individual experiences. The second type, the factual account illustrates. Reports of actual events, like those from police investigations or science experiments, are presented in this type of recount text. According to (Mediska & Adnan, 2019), it's a kind of recount text that tells a creative story. The language used in recount texts is typically written in the simple past tense and frequently connectives (such as next, later, when, then, after, before, and first) that link events in time.

Based on this analysis of recount texts, researchers can deduce that recount texts are among the various types of English texts that aim to amuse readers by presenting a logical sequence of events from the past. Recount texts are texts that narrate stories about past experiences or events. It looks at interesting details from past experiences, writing about them, or a text that recounts them—usually in the chronological order they occurred.

2.4.2. Generic Structure of Recount Text

The text aims to recount a historical event or to present a person's experience sequentially. Three components make up the general format of a recount text: the events, the setting or orientation, and the conclusion (Ida Yulianawati, 2019):

- 1) Orientation. The background information addressing who, what, where, and why makes up the setting or orientation. It is also the place to provide an overview of the topic you will be writing about.
- 2) Events are the sections of the writing assignments where students describe and identify events that occurred in chronological order. And,
- 3) Re-orientation. A personal viewpoint on the events detailed is expressed in the conclusion.

Recount texts and writing abilities are very connected, particularly when it comes to helping students improve their writing abilities. Based on a study, students' abilities to write recount texts were enhanced by the use of a genre-based learning approach. This is significant because it requires students to be able to produce writing that, while paying attention to text structure and appropriate language elements, recounts prior experiences. Furthermore, knowing the different kinds of recount texts—factual, creative, and personal—affects one's capacity to compose recount texts that suit the intended audience.

Writing a recount text requires a thorough understanding of the text's structure. Three sections typically make up a recount text: orientation (the introduction), series of events (the events), and re-orientation (the conclusion). Furthermore, since a recount text describes past experiences, the choice of tenses—particularly the use of the past tense—is also very important. One can write a coherent, well-organized, and engaging recount text by having a solid grasp of text structure and tenses.

2.4.3. Language Features of Recount Text

According to (Ida Yulianawati, 2019) Several language features are employed in recount texts, including the following:

1. Simple past tense: Recount texts use simple past tense to recount events that have already happened. Example: "I went to the store and bought a book."
2. Past continuous tense: Recount texts use the past continuous tense to tell an ongoing activity. Example: "I was walking to the store when it started to rain."
3. Past perfect tense: Recount texts use the past perfect tense to tell an activity that has been completed. Example: "I had finished my homework before I went to bed."
4. Past perfect continuous tense: Recount texts use the past perfect continuous tense to tell about activities that have been completed and are ongoing. Example: "I had been walking for an hour when it started to rain."

5. Temporal sequence: Recount texts use relationship words such as "on," "at," and "in" to show the time of events. Example: "On Monday, I went to the store. On Tuesday, I went to the park."
6. Action verbs: Recount texts use action verbs to tell about activities that have been done. Example: "I walked to the store. I bought a book. I went home."
7. Specific participants: Recount texts use verbs to identify the characters involved in the event. Example: "I went to the store. My sister wanted to go to the beach."
8. Conjunctions: Recount texts use conjunctions like "then," "before," and "after" to show the order of events. Example: "First, I went to the store. Then, I went to the park."

2.4.4. Recount Text Types

Recount text is a type of text that contains the story of an action or activity that has occurred (Ida Yulianawati, 2019). There are several types of recount text, namely:

1. Personal Recount

The writer's personal experience is recounted in this text. The writer can share stories about experiences, travels, or other life events that he or she can still clearly recall. A personal recount can be included in a book or report and is typically written as a narrative.

2. Factual Recount

A report of an actual event, such as a science experiment report, a police report, or an event report, is included in this type of recount text. A factual recount can be included in a book or journal and is typically written as a report or article.

3. Imaginative

This type of recount writes about an event or incident that has already occurred after imagining a story. The writer can produce a compelling narrative that closely reflects the events by utilizing imagination and

inventiveness. Imaginative recounts can be included in books or reports and are typically written as stories.

All things considered, recount text is crucial for the growth of writing abilities, particularly in educational settings. One can improve their writing abilities for academic purposes by learning about the types of recount texts, their linguistic components, and their text structure.



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