

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Writing**

##### **1. The Nature of Writing Skill**

Writing is one of the English skills that students must master in order to enhance their critical thinking and development of language skills. It is fundamental for assisting language acquisition (Mayekti, Faiza, & Bestari, 2022). It uses certain features of language to communicate, such as words, phrases, and huge sections of text.

Moreover, writing is frequently effective as preparation for another activity, particularly when students create sentences as an introduction to discussion activities (Harmer, 2004). This provides students time to consider through ideas rather than having to come up with quick fluent comments, which many students, especially at lower levels, find difficult and unpleasant. Writing is frequently utilized in questionnaire-type tasks, such as having groups of students develop a questionnaire. Writing can be used to assist students in doing another type of activity (in this example, speaking and listening). As a result, writing ability becomes critical in both teaching and studying English. Writing is vital for work and personal life, according to Carter et al (2002, quoted in Apsari, 2017), since people will rate our thinking abilities based on what we write and how we express it.

However, as English foreign language learners, Indonesian students have various challenges in mastering the language. For senior high school students, they must master all language abilities, including writing ability. However, when it comes to constructing a sentence, paragraph, or text, most students struggle. Some issues may be encountered when writing text; students who seldom write in English frequently have difficulty when their teacher asks them to write down their ideas, thoughts, or experiences. Curriculum 2013 requires students to grasp a variety of genres. When students try to write, they may find it challenging to communicate their

thoughts since each genre have a distinct aim, linguistic characteristic, and generic structure.

In conclusion, writing is a crucial English skill that enhances students' critical thinking and language development. It serves as a fundamental tool for language acquisition, utilizing various language features to effectively communicate ideas. Additionally, writing proves beneficial in preparing students for other activities, aids them in the development of speaking and listening skills. However, Indonesian students face challenges in mastering writing as a foreign language, particularly in constructing sentences, paragraphs, and texts. The diverse genres required by the curriculum further complicate the expression of thoughts and ideas. Despite these challenges, developing strong writing abilities remains essential for both teaching and learning English, as it not only influences academic performance but also shapes perceptions of individuals' thinking abilities.

## 2. The Elements of Writing Skill

To create a good text in writing, there are several aspects for the writer to pay close attention to. Writing involves various elements that contribute to the construction of a coherent and effective written text. On the other hand, an effective composition should match the requirements in some terms proposed by Brown & Lee (2014) below:

### a. Content

Content is a vital aspect of writing as it encompasses the main ideas and concepts presented by the writer. According to Brown (2004), effective writing should demonstrate the logical progression of ideas. A well-written essay focuses on the assigned topic, presents concrete and well-developed ideas, excludes irrelevant information, and reflects the writer's thoughts clearly. Content encompasses various elements such as the thesis statement, supporting ideas, and the development of those ideas through personal experiences, illustrations, facts, and opinions (Brown & Lee, 2014). Based on the above statement, content plays a crucial role in

writing as it includes the thesis statement, the development of the thesis, the coverage of the topic, and the relevance of supporting details.

b. Organization

Brown (2004) states that the writing must include an introduction, body, and conclusion, an acceptable title, an effective opening paragraph, the topic is mentioned, leads to the body, transitional expressions are employed; the arrangement of information indicates the theme, and the significance of details. plan; conclusion reasonable and full. He also stated that organization consists of the efficiency of the introduction, the logical succession of ideas, the conclusion, and appropriate length (Brown & Lee, 2014). According to their statement, writing organization is an essential aspect that plays a vital part in providing readers with the ease of understanding a written text through the presence of cohesiveness and coherence.

c. Vocabulary

A person's vocabulary encompasses all the words they know and use (Oxford Learner's Pocket Dictionary, 2008). Hadfield (2008) categorizes vocabulary into two types. The first type is productive (active) vocabulary, which refers to words individuals can actively use. The second type is receptive vocabulary (passive), consisting of words that individuals understand but may not use themselves. Alqahtani (2015) emphasizes that vocabulary represents the total number of words needed to convey ideas and convey the speaker's intended meaning. Consequently, expanding one's vocabulary is crucial. Therefore, vocabulary is a fundamental aspect of language and a determining factor in language acquisition. Without a sufficient grasp of vocabulary, understanding and mastering a language become challenging.

d. Language Use

Grammar is a language form structure or a verb phrase used to convey a time relationship. According to Thornbury(1999), grammar is a description of the rules for creating sentences, as well as an explanation

of the meaning that these forms communicate. The use of accurate grammatical form and a synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring forth a logical link in paragraph writing is referred to as language usage in writing. Grammar in writing may be defined as the use of sentence structures and constructs, as well as the precision and correctness in using agreement, number, tense, word order, articles, pronouns, and prepositions.

e. Mechanics

Heaton (1998) states “the mechanic concerns about the writers’ ability to use correctly those conventions peculiar to the written language – such as punctuation and spelling.” The mechanic of writing also refers to the use of capitalization. Then, Oshima and Hogue (1991) add “using correct punctuation is important because it conveys meaning just as words do.” While the spelling means the word looks like. If the writer wrote the wrong spelling, so it will create un-meaningful words. So, mechanics including capitalization, spelling, and punctuation in writing.

## **B. Principles of Teaching Writing**

### 1. The Roles of Teacher in Teaching Writing

Teaching writing involves an important consideration of the teacher's role in enhancing students' writing skills. In other words, the teacher plays a crucial role in supporting students to create well-structured compositions, by guiding them through a comprehensive, step-by-step writing process. According to Ken Hyland (2003:10), the process approach to teaching writing reinforces the writer's role as an autonomous text producer, and considers the measures that the teacher should take to aid learners in accomplishing writing assignments. In teaching writing, the teacher should deploy a range of strategies to engage students effectively. Additionally, the teacher's effectiveness in facilitating students' writing skills development profoundly influences their ability to write successfully.

Furthermore, teaching is not just about transferring knowledge, but it aims at changing behavior. According to Kimble and Garnezy (in Brown, 2000:7), learning is a permanent process that results from reinforced practice and leads to a change in behavioural tendency. Therefore, it is the teacher's responsibility to ensure that students can benefit from what they learn and apply it in their future lives.

Harmer (2007:261-262) provides information on the teacher's roles in the teaching and learning process of writing. These roles are:

a. Motivator

When teaching writing, it is important that teachers act as motivators for their students. Teachers should motivate their students by designing engaging learning tasks, fostering a conducive learning atmosphere, supporting students to improve their writing abilities, and encouraging them to strive for their best to achieve optimal results.

b. Resource

In addition to motivating the students, the teacher should provide them with the necessary information and language skills. The teacher should assure the students that they will always receive advice and suggestions throughout their writing process. Additionally, the teacher must provide writing exercises to enhance the students' skills.

c. Feedback Provider

As a feedback provider, a teacher should respond positively and encouragingly to the content of what the students have written. When providing corrective feedback, the teacher should select what and how much to focus on based on the students' particular stage of studies and on the tasks they have completed.

In summary, teachers play an important role in their students' success in learning writing, and must therefore take responsibility for guiding and facilitating their writing by serving as effective motivators, resources, and feedback providers.

## 2. Process of Writing

Writing is the process of expressing ideas in the form of writing. There are several steps that students should follow to produce good writing. Good writing encompasses language, content, purpose and target audience. Richard and Renandya (2002: 316) outline four basic stages in the writing process: planning, drafting, revising and editing.

### a. Planning

At this stage, the students must determine what they are going to write. When planning their writing, the writers should consider three main issues. These issues are the purpose of the writing, which deals with the language and information chosen. The second issue concerns the reader, as they can influence the structure of the writing. Finally, the structure's content deals with generating writing ideas.

### b. Drafting

The following stage of the writing process is to draft. The students will concentrate on writing fluently without giving too much emphasis on grammatical accuracy. They are also encouraged to convey their message, for example, to their peers or classmates.

### c. Revising

At this stage, writers usually review their work. This review can identify errors such as unclear information order or ambiguous meaning that the text delivers. Writers must revise their work for clarity. This ensures that the reader understands the ideas conveyed.

### d. Editing

The final draft is prepared by the students for the teacher's evaluation. At this stage, students are required to edit their writing for errors in grammar, punctuation, spelling, and vocabulary. Based on the previous explanations, it is evident that each step of the writing process is interconnected and contributes significantly to the overall quality of the final product. To produce good writing, students require motivation from the teacher. The teacher should encourage the students to create

conducive conditions for generating ideas, by persuading them of the activity's usefulness and motivating them to exert the maximum effort for maximum benefit.

### 3. Types of Writing Performance

According to Brown (2004: 220) there are four main types of writing performance. They are:

- a. Imitative. This is the first stage that can be used to pique kids' interest in writing. We can use this type for novices because it is the simplest of the three. Students are simply instructed to mimic specific written phrases or sentences. They must understand spelling, punctuation, and other parts of writing mechanics. The application of structural rules is the focus of this writing type, while context and meaning of the writing outputs receive less attention.
- b. Intensive (controlled). The issues are not just about using good writing mechanics and grammatical agreements, but also about selecting acceptable vocabulary that fits the topic. Although both the form and meaning of written goods are considered in determining accuracy and appropriateness, structural forms continue to receive the greatest attention.
- c. Responsive. In contrast to imitative or intense types, which focus on the internal parts of sentences, a responsive type is concerned with how sentences and paragraphs can be related in acceptable ways. It necessitates that writers concentrate more on the discourse level. When implementing this writing performance type in pedagogical instructions, certain norms and criteria might be employed.
- d. Extensive. When dealing with this style of writing performance, writers are not limited by specific norms and criteria. Otherwise, it gives writers the freedom to control their writing projects. The focus is on whether or whether the writers can attain their writing goals and order their ideas logically. Meanwhile, the grammatical form is involved, but only to a limited extent.

#### 4. Teaching Writing Using Technology

The use of technology in learning media is one of the modern principles in teaching writing. In a study, Ghahri et al. (2015) explained that technology plays a vital role in foreign language learning in today's life. In the EFL classroom, the use of technology has a positive impact on learning by increasing students' enthusiasm for learning. It also has the potential of a positive effect on their writing ability.

Technology such as online learning platforms or collaboration tools allow teachers to provide instant feedback on students' writing. It also facilitates student interaction and provides easy access to various resources such as articles, videos, or interactive writing guides. This principle emphasises how important it is to utilise technological developments to create a dynamic and empowering learning environment for students. By providing a more personalised and engaging learning experience, students are expected to improve their writing skills.

This principle expands the scope of teaching writing beyond the classroom, making use of a digital environment that fosters student involvement in content and the broader community. This enables learners to refine their writing skills using technology, which provides a more dynamic approach than traditional teaching methods. The positive impact of applying this principle on students' writing skills is significant.

An example of using technology to improve students' writing skills is through the Canva app. More details about the Canva app will be outlined in the next section.

### C. Canva

#### 1. The Definition of Canva

Canva is one of the programs used to make designs freely and without charge with templates and appealing graphics so that students may express themselves freely and have a variety of options to choose from when filling out the words on the poster (Adi, 2020:7). According to Haake (2021), Canva is an internet-based graphic design tool. It can be accessed at

<https://www.canva.com> and provides a wide range of pre-designed templates for creating presentations, posters, blog graphics, and social media headers. Additionally, Navarre (2018) highlights that Canva also offers advanced design options for print media such as flyers, posters, invitation cards, brochures, and more.

Canva provides users with the ability to showcase their understanding of various topics by creating individual or collaborative materials such as posters, presentations, flyers, infographics, book covers, newsletters, programs, reports, media kits, and more (Waring, 2021). According to Martin (2016), Canva offers a user-friendly platform for designing, allowing teachers and students to easily create presentations, posters, single-page documents, and social media posts through its drag-and-drop feature. Arunachalam & Munisamy (2022) state that Canva offers a flexible platform that can be customized by teachers and students to suit their teaching and learning activities. It emphasizes communication and collaboration between educators and students during the learning process. With Canvas Learning Management System (LMS), students can receive notifications, submit assignments, and access assigned learning resources. Integration with social media accounts is also possible. Instructors can provide feedback, incorporate videos, blogs, wikis, and other educational tools, as well as track students' progress. Canva also offers excellent built-in audio and video recording capabilities, which can be used for assignments, assessments, and course materials.

Canva offers a range of conveniences for creating innovative and creative teaching materials. Its availability addresses the current demands in education. Teachers and students can utilize the Canva app to facilitate various learning activities, including video creation, image editing, and presentation development. This platform is particularly beneficial for English language teaching, as it allows for the incorporation of visual elements and videos to enhance information delivery. Canva encourages extensive creative flexibility and experimentation. By creating a free Canva

account, users gain access to a vast collection of images and icons that can be integrated into existing templates or used to design from scratch. Canva is well-suited for creating basic graphics, such as using a thumbs-up icon to announce the outcomes of a class project, employing a bold arrow to highlight specific instructions in an assignment, or including a class photo with the date imprinted on it. Once the design is complete, it can be saved as an image.

Based on the insights provided by these experts, it can be inferred that Canva is an online design tool that offers a wide range of editing features and tools to create various visual designs, such as posters, flyers, infographics, banners, invitation cards, presentations, Facebook covers, and more. It provides a variety of photo editing tools, including editors, filters, frames, stickers, icons, and design grids. Canva is an online design platform that encompasses a multitude of features, including presentations, resumes, posters, flyers, brochures, graphics, infographics, and many others. It caters to different needs such as banners, flyers, diplomas, certificates, business cards, thank-you notes, invitation cards, and more. Additionally, it offers services for logo design, labels, bookmarks, newsletters, CD covers, book covers, desktop wallpapers, templates, photo editing, YouTube thumbnails, Instagram stories, Twitter posts, and Facebook covers. Canva also provides a wide range of presentation templates suitable for artistic, educational, professional, marketing, sales, and technological purposes.

## 2. The Procedure of Using Canva

The selection of learning media for student engagement should be tailored to their needs, the school environment, and the learning objectives. The incorporation of media in teaching and learning activities aims to enhance student interaction with peers, teachers, and instructional materials within the school setting. This also applies to the utilization of the Canva application as a tool for teaching and learning. Before employing the Canva application in the classroom, teachers need to familiarize themselves with its operation. The Canva design application is accessible through laptops

and mobile devices. According to Resmini et al. (2021), the following are the steps for utilizing the Canva application on either a mobile device or laptop:

- a. For devices (mobile) users can first download the Canva application via the Google Play Store (Android) or the App Store (iOS). As for laptops, users can download the Canva application on Canva's official website, namely <https://www.canva.com/help/canva-desktop-app/> on these website users can download the Canva application for both Windows and Mac OS. Canva can also be accessed for designing through the official website without the need to download the application.
- b. After that, the user creates a Canva account first, by signing up using a Facebook, Google, or Gmail account. Users can also register by filling in personal data to create a Canva account.
- c. Successfully creating an account, Canva users can start designing according to their desired needs. Users can choose various design options such as slide presentations, videos, brochures, pamphlets, etc.
- d. After selecting the design shape according to what users want to make, the users can choose a blank sheet as the design area. Here users can design as freely and creatively as possible and can use available design features such as fonts, stickers, images, charts, frames, videos, etc.
- e. Apart from using a blank sheet as a design area, users can also use free templates that are available according to the design form that the user chooses. With the available design templates, users don't find it difficult and can design easily.
- f. When designing either on a blank sheet or a free template, users can invite other users to join in the design by sharing a link or write down the email or username that want to invite to design together.
- g. After the user has finished designing, the last step is to download the design that has been made. The way to download the design is by clicking on the 3 dots or the up arrow in the upper right corner. After that, the design results are automatically saved in the gallery or the storage file.

- h. If the user can download the design that they made, the user can also share it via a link or can display the design directly by clicking the "Show" menu in the up arrow in the upper right corner.

### 3. The Advantages and Disadvantages of Canva

Because of the many features that have been developed in Canva, one of its advantages is that it offers a choice of attractive designs that can boost the creativity of teachers and students in producing various learning media. Canva can also save time when creating instructional materials that will be used practically. Additionally, a gadget can be used for designing instead of a laptop. (Tanjung & Faiza, 2019). Canva has both benefits and drawbacks. For example, in order to use the Canva application, each user must have a data package. Additionally, the designs offered in the Canva application feature a number of premium templates that are not free.

In the canva application, the material is designed to be more interesting, this will make it easier for teachers to explain the material in detail in just one presentation slide and even equipped with examples and assignments. In addition, on canva presentation slides, we can include images so that it can attract students to learn the material presented. Another advantage of Canva is that teachers can innovate with each other and collaborate with other teachers so that teachers can correct each other. Canva can also be implemented with the classrooms that have been provided so that teachers can make it easier for teachers to enter material in their classes. The availability of templates with various themes that are very attractive to users makes Canva much liked and the application is very easy for novice users. According to Tanjung and Faiza (2019), "canva is one of the learning media that can make it easier and save teachers time in designing learning media. In canva, students can more easily understand lessons because the display of text, animation, graphics, video is in accordance with the desired appearance so that students are more focused on paying attention to lessons with an attractive appearance ". In addition, another uniqueness of canva is that the material that has been designed on

canva can be easily downloaded at once in a variety of format options that have been provided including, PDF (Portable Document Format), Image (PNG, JPG) or video (MP4, GIF) or in other formats that have been provided. So that this teacher can easily print interesting teaching materials when needed at any time.

In addition to the advantages obtained in this Canva, there are also very basic shortcomings that can be found in this Canva, namely when you want to use it or use Canva, each user is required to have a data package in order to be connected and be able to use this Canva, besides that the designs presented in Canva are some templates that are not free or paid, but this does not matter because there are also many good and free templates to use. The disadvantages of Canva are as follows:

- a. Canva software is based on a relatively stable internet network, so if there is no internet or quota on the cellphone or laptop that will be used to access Canva, Canva cannot be used or support the design process.
  - b. In Canva there are paid templates, stickers, illustrations, fonts, and so on. So, some are paid and some are not paid. But this doesn't matter because there are many interesting and free templates to use and there is Canva Education features which provided for teachers and students.
  - c. Sometimes the design chosen has similarities with other people's designs, be it the template, image, color or so on.
4. Implementation Teaching Writing Through Canva

Teaching writing using Canva was conducted through a series of activities in several cycles of classroom action research. The activities carried out are as follows:

a. Preparation

In the preparation stage, researcher will prepare learning materials that will be delivered to students using Canva. The prepared materials include teaching materials and exercises relevant to the topic to be studied. In addition, researcher will also prepare the devices and internet access needed to access Canva.

b. Implementation

At the implementation stage, researcher will deliver learning materials using Canva to students. Activities carried out include providing explanations about the topics to be studied, delivering material through Canva, and providing exercises and tests related to the topic.

c. Evaluation

In the evaluation stage, the researcher will evaluate students' writing skills through the results of tests and exercises given. The researcher will also ask for feedback from students regarding the use of Canva in learning to write.

d. Reflection

At the reflection stage, the researcher will reflect on the evaluation results and feedback from students. Based on the results of the reflection, researcher will make improvements or adjustments to the material and the use of Canva in learning to write.

**D. Previous Study**

Additionally, some researchers have conducted research involving the use of Canva as media in teaching English, namely:

The first study titled "Students' Motivation in Writing Class Using Canva: Students' Perception" conducted by Utami and Djamdjuri (2021) examines the students' viewpoint regarding the utilization of Canva in the writing class. The study aims to comprehend how students perceive the use of Canva and its influence on their motivation and writing abilities. The findings of this study demonstrate a positive impact of using Canva in the writing class. Specifically, Canva contributes to an increase in students' motivation, improvement in their writing abilities, and assistance in writing tasks. The distinction between this study and the proposed research lies in the focus. Utami and Djamdjuri (2021) concentrate on students' perception and its effects, while the forthcoming research centers on enhancing students' writing skills through the implementation of Canva.

The second research, titled "The Effectiveness Of Canva In Project Based Learning To Increase Student Writing Skill" is conducted by Faqih et al. (2023). This study specifically examines the effectiveness of utilizing Canva as a medium for project-based learning to enhance students' writing skills. The objective of the study is to assess how the integration of Canva in project-based learning contributes to the improvement of students' writing performance, specifically in descriptive text. The findings of the study conclude that Canva proves to be a powerful medium in facilitating students to enhance their writing performance in descriptive text. The distinction between this research and the proposed research lies in the focus. Faqih et al. (2023) specifically concentrate on the effectiveness of Canva in project-based learning to improve students' writing abilities, with a specific emphasis on descriptive text, while the researcher's study will focus on enhancing students' writing skills using Canva, particularly in Explanation Text.

Additionally, there is a study conducted by Yundayani et al. (2019) titled "Investigating The Effect of Canva On Students' Writing Skills." This study aims to examine the impact of Canva on students' writing skills. The results revealed that students in the experimental group made significantly fewer writing errors compared to those in the control group, indicating the effectiveness of Canva in enhancing students' writing abilities. The distinction between this research and the proposed research lies in the focus. Yundayani et al. (2019) specifically investigate the effect of Canva on students' writing skills, while the researcher's study will focus on improving students' writing skills using Canva, particularly in Explanation Text. Furthermore, Yundayani et al.'s research employed a mixed-method research approach, which differs from the researcher's approach of utilizing a classroom action research method.

Proceeding to the fourth study conducted by Afriani et al. (2021) titled "Improving Procedur Text Writing Skills In Online Learning During The Pandemic Through Canva Application for Class IX". This research adopts a Classroom Action Research (CAR) approach with the aim of ensuring the successful implementation of online learning at SMP Negeri 1 Mempura

during the COVID-19 pandemic. The objective of this study is to gain an understanding of the utilization of Canva Application as a medium for enhancing students' writing skills in English procedural texts, considering the circumstances of students during School from Home (SFH). The findings of this research indicate that the integration of Canva application as a medium can enhance students' proficiency in writing procedural texts in English lessons. This is supported by an improvement in the percentage score of learning motivation and student learning outcomes throughout each cycle. The distinction between this research and the proposed research lies in the focus. Afriani et al. (2021) aim to gain an overview of the use of Canva Application media to enhance students' writing skills in English procedural texts during School from Home (SFH), while the researcher's study will concentrate on improving students' writing skills using Canva, particularly in Explanation Text, within the context of SMA Negeri 2 Sungai Kakap.

The last is research conducted by Kharissidqi and Firmansyah (2022) titled "Canva Application As An Effective Learning Media". This research aims to explore the utilization of the Canva application in creating learning media. Through an examination of previous research, the findings of this study suggest that Canva is a versatile application that enhances the design of visual learning media. The distinction between this research and the proposed research lies in the focus. Kharissidqi and Firmansyah (2022) investigate how the Canva application can be utilized in the creation of learning media, whereas the proposed research focuses on utilizing the Canva application as a learning media to improve students' writing skills.

#### **E. Research Hypothesis**

A research hypothesis serves as a statement that outlines the expected outcome or prediction to be tested through a research study. According to Dantes (2012), a hypothesis represents an assumption that needs to be validated by data or facts obtained from the study. Sugiyono (2018) further emphasizes that a hypothesis provides a temporary answer to the research problem formulated as a question. Anupama (2018) supports this idea by asserting that

a hypothesis represents the researcher's expectation or prediction regarding the correlation between variables being examined.

Based on the aforementioned explanations, it can be inferred that a hypothesis entails a statement that offers potential answers to presumptions or predictions formulated to address the relationship between research variables. This statement is subsequently subjected to testing using data obtained from the research. In this particular study, the researcher aims to investigate the hypothesis that the utilization of Canva can improve the writing skills of eleventh-grade students at SMAN 2 Sungai Kakap in the academic year of 2022/2023.