

CHAPTER II

LITERATURE REVIEW

A. READING SKILL

1. The Nature of Reading Skill

People require information and knowledge to thrive in society, and reading plays a pivotal role in fulfilling this need. Through reading, individuals can access information, derive enjoyment, and even find solutions to problems. At the most basic level, reading involves word identification, starting from recognizing individual letters and understanding how they form meaningful words, to comprehending the meaning of words in the context of a text, as noted by Tennant in Aliponga (2013). Finochiano & Bonomo in Tarigan (2015) also highlight that reading entails deriving meaning from printed or written material, involving the interpretation of words, sounds, and texts.

Furthermore, Fauziah et al. (2016) describe reading as a complex process that involves comprehending the text to derive meaning. Comprehension is the key to understanding the text, as emphasized by Lapp & Flood in Romero et al. (2008), who propose two views of reading: the decoding process of visual codes and the emphasis on reading as a comprehension process. Reading is a dynamic process that involves constructing meaning between the reader and the text, and it serves as a fundamental input in language learning (Yingjie, 2016). Brown (2003) argues that reading is an essential skill for success in all educational contexts, and McDonough et al. (2013) assert that it is the most crucial skill for academic achievement.

Smith (2004) defines reading as "extracting information from print", while Anderson & Pearson (1985) emphasize that it is the process of constructing meaning from written text. Reading primarily involves written materials such as books, magazines, newspapers, novels, journals, and more, from which readers extract meaning. Moreover, reading plays a vital role in

academic development and success in academic endeavors, as stated by Patel et al. (2008). Reading opens the window to the world, allowing individuals to enrich their knowledge with diverse information. Based on the explanations, it can be concluded that reading is a crucial skill that is interconnected with other language skills. It is an activity that enables individuals to extract meaning from symbols or printed words and utilize this ability to recognize, understand, and interpret language. Reading proficiency is particularly essential for students in school settings to excel in communication and language skills.

Furthermore, reading is not only essential for academic success, but it also has practical applications in various aspects of life. According to Patel et al. (2008), reading is a vital tool for academic achievement, allowing students to access information and knowledge necessary for their studies. In the professional world, reading is crucial for staying updated with the latest information, conducting research, and acquiring new skills.

Moreover, reading serves as a means of personal enrichment and lifelong learning. By reading extensively, individuals can broaden their horizons, develop critical thinking skills, and enhance their vocabulary and language proficiency. Reading also fosters creativity, imagination, and empathy by exposing readers to different perspectives, cultures, and ideas.

In addition, reading promotes communication skills as it helps individuals to become better writers and speakers. Through exposure to different styles of writing, readers learn about grammar, syntax, and vocabulary, which in turn enhances their writing and speaking abilities. Reading also improves reading comprehension and interpretation skills, allowing individuals to better understand and analyze complex texts.

Furthermore, reading has been linked to cognitive development, such as improved memory, concentration, and analytical thinking. It also promotes emotional well-being, as it can serve as a form of relaxation, stress relief, and emotional connection with characters and storylines. Reading can also foster

social skills, as it encourages discussion, sharing of ideas, and promotes a sense of community among readers.

In conclusion, reading plays a significant role in society as it is essential for acquiring information, knowledge, and enjoyment. It is a complex process that involves word identification, comprehension, and interpretation. Reading is not only crucial for academic success but also has practical applications in various aspects of life, including personal enrichment, communication skills, cognitive development, emotional well-being, and social skills. Thus, developing strong reading skills is crucial for individuals to succeed in their personal, educational, and professional endeavors.

2. Elements of Reading Skill

Reading involves a complex set of skills that require students to decode, comprehend, and analyze text. The following are the key elements of reading:

- a. **Phonemic Awareness:** Refers to the ability to identify and manipulate individual sounds (phonemes) in spoken words. It is a critical skill for early reading development as it helps students understand the relationship between letters and sounds (Ehri, 2019).
- b. **Phonics:** Involves the systematic instruction of letter-sound relationships and how they are used to decode words. Phonics instruction helps students develop strategies for reading unfamiliar words and builds their reading fluency (Moats, 2017).
- c. **Vocabulary:** Refers to the words students need to understand and use in reading and writing. Vocabulary knowledge is essential for comprehension as it enables students to make meaning from text (Beck et al., 2018).
- d. **Fluency:** Involves reading with accuracy, speed, and expression. Fluent readers can read text smoothly and automatically, which enhances their comprehension (Rasinski, 2018).

e. **Comprehension:** Refers to the ability to understand and interpret text. It involves using strategies such as predicting, questioning, summarizing, and making connections to make meaning from text (Duke & Pearson, 2020).

Research suggests that explicit instruction and practice in these elements of reading are crucial for improving students' reading skills (National Reading Panel, 2018). By using Canva as a tool for reading, students can engage in interactive and visually appealing reading activities that can enhance their phonemic awareness, phonics, vocabulary, fluency, and comprehension skills in a meaningful way.

Moreover, to help students better understand a reading passage, the researcher employs five key elements outlined by Nuttal (1982). Nuttal (1982) states that students must master five aspects or elements of reading to fully understand the content of texts. These include determining main ideas, identifying supporting details and specific information, pinpointing references, making inferences, and comprehending vocabulary. Below is an explanation of the five aspects:

a. **Determining Main Idea**

The main idea is the core or basic problem of a text. The main idea contains the basic ideas of the author or creator of the text. According to Tampubolon (2008), the main idea is the conclusion drawn from all the contents of the sentences that make up a paragraph. In addition, Hayon (2003) states that the main idea is contained in the main clause. The main idea may be pronounced or explicit, but it may also be implied in whole or in part.

From the above statement, it can be concluded that the main idea is the most important part which contains the core or content of the entire paragraph or a reading text. The location of the main idea is usually found at the beginning or end of the paragraph, but some are located in the middle of the paragraph. Determining the main idea is the most common type of

question found in Reading Comprehension questions. The way to determine the main idea is to read the title of the essay first, read the first sentence at the beginning of the paragraph, read the entire paragraph, then put an underline about the possibilities that could be the main idea. After all these things are done, the main idea can be determined very easily.

b. Identifying Supporting Detail (Specific Information)

Supporting details is a specific piece of information in a piece of writing that support the main idea or the topic sentence. Supporting details are the information, facts, or points of discussion the writer gives to tell more about this main idea.

Identifying the supporting details is usually a question of what and why. The question indicates that students must determine the conclusion of the main content of the essay. Expressing the main content of this essay is called supporting details.

c. Identifying Reference

Words or phrases used before or after references in reading material are called references. References are used to avoid using the same words or phrases over and over again. That is, words are utilized to be a sign for the reader to track down meaning somewhere else in the text or are some of the time called pronouns.

Identifying references is usually found in reading questions that aims to understand the contents of the reading text. Usually students are asked to analyze the pronouns of I, You, They, We, She, He, and It. The question for identifying references generally reads something like "The word it refers to?" or "He can speak Spanish. The word he in that sentence refers to?". How to analyze it is also not too difficult. To answer questions like this, students are directed to read the previous sentence, it will be found the answer to the question.

d. Making Inference

In reading, besides references, there are also inferences. Lexically, inference implies conclusions. Making an inference is likewise one of the sorts of questions that are normally found in reading comprehension questions. Questions that are related to things outside of the text but still within a single context demonstrate an aspect of making an inference. Usually, this kind of question requires students to make assumptions based on their own thoughts and opinions.

e. Understanding Vocabulary

Vocabulary is an essential skill in learning to read, speak, write and listen. Vocabulary plays an important role in language learning. Ur (1996) confirms that vocabulary is one of the most important things to be taught when learning a foreign language. Because without variety of words it is impossible to speak up.

Mastering English vocabulary is very important for students. Reading comprehension questions typically ask students to answer questions about synonyms and antonyms. Therefore, students need to learn more English vocabulary. Students should increase their vocabulary through memorization and reading to familiarize themselves with synonyms for various questions.

3. Types of Reading Skill

To comprehend information from a text or reading, students must possess different reading skills. As an educator, the teacher is responsible for equipping students with such skills, ensuring they can understand the information contained in the reading text. According to Patel & Jain (2008), there are 4 types of reading skills, such as:

a. Intensive reading

Intensive reading is text reading or passage reading. In this reading, students read texts to get specific information, knowledge, and analysis. The purpose of this intensive reading is to read shorter texts. Intensive reading helps deepen a learner's language learning. Intensive reading helps to expand knowledge of vocabulary and idioms and provides a basic understanding of sentence structure. There are several characteristics of intensive reading, including:

- 1) Intensive reading helps students develop their active vocabulary
- 2) The teacher is the main role
- 3) Linguistic items are developed
- 4) Aim to use the language actively
- 5) This reading is reading aloud
- 6) In this intensive reading, speech habits are emphasized.

b. Extensive Reading

In extensive reading, the level of difficulty reading is lower than in intensive reading. This extensive reading assignment directs students to read articles, magazines, or newspapers in English that are currently being hotly discussed or of interest. That way, this extensive reading places students reading with pleasure because the content of the reading is not complicated for students. There are several characteristics of extensive reading, including:

- 1) Help learners to develop active vocabulary.
- 2) Learners are the main role
- 3) Ideas can be developed
- 4) Aim to enrich learners' knowledge
- 5) This reading is silent reading
- 6) In this extensive reading, the subject matter is emphasized.
- 7) Through extensive reading, a good reading habit can be developed

c. Aloud Reading

Reading aloud is another important component of English instruction. Reading aloud is a fundamental method of classroom organization and discipline. In perusing resoundingly, the understudies are gone up against with composed sentences that haven't been spoken previously. The improvement of students' speaking and pronunciation is the goal of reading aloud.

Reading a book aloud involves making sounds that other people can hear. Students' ability to listen can be enhanced by the teacher reading to them aloud. Perusing so anyone might hear is valuable at explicit minutes alone. Even when students may not be familiar with every word in the sentence, reading aloud prevents them from learning the meaning of a sentence.

d. Silent Reading

In teaching English, silent reading is a very important skill. This reading should be used to improve students' reading skills. A lot of information is learned through silent reading. The instructor needs to make them read quietly as and when they can peruse with practically no troubles. It's a kind of habit that lets students read without sounding like they're whispering.

Benefits of Silent Reading:

- 1) Students become very active and accurate during this reading.
- 2) Students learn naturally because silent reading focuses their attention on the material.
- 3) Because this is done one step at a time, it saves time. Each student takes part in this activity simultaneously.
- 4) It is extremely beneficial to improve one's ability to read quickly.
- 5) This expertise assumes the principal part to expand the information on understudies.

From the explanation above regarding the types of reading skills, in this study the researchers used silent reading in the process of learning English using Canva media. With this type of silent reading students are expected to be able to get new knowledge and information or complete information that is not yet clear to understand so that students do not just read without getting output at all.

4. Criteria of Good Reading Materials

There are several criteria for good material according to Patel & Jain (2008), such as:

- a. The subject matter should be well-graded
- b. Cover the objectives of the English teaching
- c. No printing mistakes and it should be attractive and illustrative
- d. The language used should be according the age and interest of students
- e. Clear and unambiguous instruction should be given alongside the test, practice, and exercise.
- f. The subject matter should provide new information so students get new knowledge.
- g. The words and structure are carefully graded

It can be understood that some of the criteria for good reading materials that have been presented above are expected to make students more interested in reading and help students to be able to receive new information and knowledge contained in the reading material so that learning objectives are achieved in learning English and also improving students' reading skills.

5. Characteristics of Successful Reading Activity

A successful reading activity should be designed to effectively promote students' reading skill development. Based on relevant and recent literature,

the following characteristics are identified as crucial for a successful reading activity:

- a. **Authenticity:** Reading activities should involve authentic texts that are relevant and meaningful to students' lives, such as articles, stories, or informational texts that align with their interests and background knowledge (Guthrie et al., 2018).
- b. **Engagement:** Reading activities should be designed to actively engage students in reading, by incorporating interactive and multisensory strategies that promote active participation, discussion, and reflection (Dole et al., 2017).
- c. **Differentiation:** Reading activities should be differentiated to meet the diverse needs and abilities of students, by providing appropriate levels of challenge, scaffolding, and support, such as differentiated texts, vocabulary, and comprehension questions (Tomlinson et al., 2018).
- d. **Strategy Instruction:** Reading activities should explicitly teach and reinforce effective reading strategies, such as predicting, questioning, clarifying, summarizing, and making connections, to help students become strategic and independent readers (Duke & Block, 2016).
- e. **Assessment:** Reading activities should include formative and summative assessments that provide feedback on student's progress and inform instructional decision-making, such as comprehension quizzes, reading logs, or performance tasks (Fisher & Frey, 2017).
- f. **Integration of Technology:** Reading activities can be enhanced by integrating technology tools, such as Canva, to create visually appealing and interactive reading materials, provide digital resources, and promote digital literacy skills (Patterson et al., 2020).

It is essential to design reading activities that incorporate these characteristics to effectively improve students' reading skills using Canva as a tool in the classroom.

B. CANVA

1. Definition of Canva

Canva is an online graphic design application that allows users to create designs professionally, even without design experience. Best of all, Canva can be used to design images, videos, PowerPoint, mind maps, infographics, and planners.

Tanjung & Faiza (2019) define Canva as an online design program that provides various tools such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, flyers, certificates, diplomas, invitation cards, business cards, thank you cards, love, postcards, logos, labels, bookmarks, newsletters, CD covers, book covers, desktop wallpapers, templates, photo editing, youtube thumbnails, Instagram stories, Twitter posts, and Facebook covers.

This is reinforced by Harahap, et.al (2022) who said that Canva is an online design application in which various designs of posters, graphics, brochures, presentations, logos, videos, book covers and others can also be connected to our social media.

Ultimately, it can be concluded that Canva is a design platform that can be accessed from both the web and app, which provides a variety of attractive design features and tools that make it easier for users to design as creatively as they like. The Canva design platform has been popular with many people. Starting from students, teachers, college students, lecturers, editors, and others user use Canva as a tool for designing various graphics.

2. Procedure of Canva

Selection of learning media as a means of informing students must be adapted to the needs and circumstances of students, schools, and learning objectives. The use of media in teaching and learning activities serves to facilitate student interaction with other students, teachers, and teaching

materials at school, so the media is used in teaching and learning activities. Likewise, with the use of the Canva application as a teaching and learning media. In using the Canva application as a media for teaching and learning process in class, of course the teacher must first understand how to operate the design application. The Canva design application can be accessed using either a laptop or smartphone (mobile). According to Resmini, et, al. (2021), here are the steps for operating the Canva application either via 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 Canvas'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. Advantages and Disadvantages of Canva

a. Advantages of Canva

In the world of education, Canva is a graphic design application that is very useful for both teachers and students. For teachers, Canva has a very useful role in helping to make learning media. With the various tools or features provided by Canva, of course, it has various advantages in supporting the process of making learning media, this was also said by Tanjung & Faiza (2019) who stated several advantages of Canva of them:

- 1) Has a variety of attractive graphic designs, animations, templates, and page numbers.
- 2) Being able to increase teacher creativity in designing learning media because of the features that have been provided.
- 3) Save more time in designing practical learning media
- 4) Students can review material from the Canva learning media that has been given by the teacher
- 5) Designing can be done either using a laptop or smartphone

- 6) Teachers can collaborate with other fellow teachers in designing learning media
- 7) The image resolution is good, then Canva media slides can be printed automatically by setting the print size.

This is also supported by Pelangi in Wulandari & Mudinillah (2022) which states that Canva's advantages include having an attractive design and of course various; helping increase the creativity of both teachers and students in making learning media by utilizing the various features available; besides being practical but also saving time in designing learning media; and designing can be done either on a laptop or smartphone.

Harahap, et.al (2022) also reinforces that Canva is the right application to help the learning process because:

- 1) Canva is an online application that can be downloaded for free
- 2) Canva is not only used on laptops but can also be used on devices
- 3) Many interesting features and free templates provided by Canva; and
- 4) Designs can be easily downloaded and displayed in other applications such as PowerPoint for example.

Utilizing the Canva application in the current digital era as a learning media is seen as helping to support the learning process. The Canva application as a learning media is considered to be able to create a creative and fun learning process that helps increase motivation and the active role of students with teaching materials explained by the teacher. As this is supported by the results of research conducted by Triningsih (2021), namely the use of the Canva application in a project-based learning process can improve students' abilities and creativity in presenting critical response texts. It can also be seen from the research that the use of the Canva application as a teaching media helps create an atmosphere of online learning that is more enjoyable so that students become more creative as well as active and not bored in the online learning process.

In addition, it is alleged that the application of the Canva application as a learning media can increase teacher creativity. As stated by Tanjung & Faiza (2019) that applying Canva as a learning media can help increase teacher creativity in designing learning media as well as save more time and effort in designing the learning media. Moreover, the use of Canva as a learning media is known to be feasible to implement in all subjects so it helps to improve the quality of education in these schools.

From the explanation above, the use of Canva itself as a teaching media can be said to be effective and efficient to use in supporting the learning process in the classroom. Canva can provide a fun and creative learning experience to create a positive learning atmosphere. It is because of the positive learning atmosphere that the motivation, concentration, attitude, and memory of students are affected. Learners participate more in the learning process and more easily remember information or knowledge from the learning material they get during the learning process. This is supported by Smaldino, et.al in Yundayani, et.al (2019) who state that visual teaching media such as Canva can make imaginative ideas more real, besides that it can increase student motivation, focus attention directly, can repeat and recall previous knowledge.

b. Disadvantages of Canva

You can see the many advantages or benefits provided by Canva, but it cannot be denied that the Canva application itself also has several disadvantages. According to Pelangi in Candra, et.al (2022) Canva's weaknesses or disadvantages include:

- 1) Designing using Canva requires a stable and adequate network
- 2) There are several templates, stickers, depictions, fonts, and other features available for a fee that can only be accessed using a Pro account

- 3) It is possible that the design chosen is similar to the design of other users both in templates, stickers, images, colors, and so on; and
- 4) The Canva mobile app doesn't have the same features as the website, Mac, or PC edition, making it more difficult to design on mobile.

4. Implementation Teaching Reading Through Canva

In this research, Canva is used as a supplementary tool for teaching reading skills to students. Canva is a popular online graphic design tool that allows users to create visually appealing and interactive materials, such as infographics, posters, and presentations. The implementation of teaching reading through Canva involves the following steps:

a. **Designing Reading Materials:**

The researcher and teachers collaborate to design learning media according to the learning material in the syllabus using Canva, starting from preparing a Learning Implementation Plan (RPP), and preparing learning materials designed using Canva which display several reading texts, interactive videos related to the material, and other interactive elements, tailored to the material. In addition, other instruments such as observation sheets and field notes are also prepared.

b. **Integrating Canva in Lessons:** The Materials and reading materials that have been designed using Canva are integrated into the learning process in the classroom. The researcher use Canva to deliver learning materials in the form of interactive presentation slides and convey instructions for reading activities so that students are involved in reading activities in class. The researcher also uses Canva to display interactive videos as a stimulus for the material being studied.

c. **Guiding and Supporting Students:** The researcher provides guidance and motivation to students during class learning that takes place with the

support of Canva media. The researcher guides learning and reading activities, including providing feedback during reading activities.

- d. Monitoring and Assessing Student Progress: The researcher and the classroom teacher monitor and assess students' progress in reading skills after learning using Canva media. Data was collected through observations, field notes, student scores from the reading test, and mean scores.
- e. Reflecting and Adjusting Instruction: Based on the data collected, the researcher and the classroom teacher reflect on the effectiveness of using Canva as a supplementary tool for teaching learning in class to help improve students' reading skills. Adjustments may be made to the implementation plan, such as modifying the design of reading materials, refining instruction strategies, and providing additional support to students as needed.

C. PREVIOUS STUDY

In addition, research on the use of Canva applications as learning media has been carried out in previous studies, including the following:

The first is a research conducted by Wahyuni, et al. (2022) entitled "Increasing Students' Interest in Learning English Through Canva Application". This research focuses on examining students' interest in learning English subjects by using the Canva application as a learning medium. From the results of this research, it was found that the use of the Canva application as a learning media can increase students' interest in learning, so it can be said that students' interest in using the Canva application as an English learning media is very high. The difference between this research and the research that the researcher conduct is that in the research conducted by Wahyuni, et al. (2022) they focused on seeing how high and low students' interest in learning English using the Canva application, while in the research that the researcher conduct focus on investigating how can Canva improve reading skill eleventh-grade students at SMA N 1 Sungai Kakap.

Furthermore, the second research conducted by Christiana & Anwar (2021) entitled "The Perception of Using Technology Canva Application as a Media for English Teachers Creating Media Virtual Teaching and English Learning in Loei Thailand". This research focuses on knowing the perceptions of English teachers in using the Canva application as a virtual learning media creation in Loei Thailand. The results of Christiana & Anwar's research (2021) turns out that Canva helps teacher to easier create learning media, besides that Canva can improve the online learning process and the learning media effectively, and also Canva as a teaching and learning media is easy to share or distribute to the students. The difference between Christiana & Anwar's research (2021) and the research that the researcher conduct is the focus of the research objectives themselves, whereas in Christiana & Anwar's research (2021) they focused on examining the perceptions of English teachers in using Canva as a virtual learning media in Loei Thailand while the research that the researcher conduct is focus on investigating how can Canva improve reading skill eleventh-grade students at SMA N 1 Sungai Kakap.

Apart from that, there is research conducted by Puspita, et al. (2022) with the title "Development of Teaching Materials to Improve Reading Comprehension Skills for 5th Grade Students: Canva App Supported". This research focused on measuring the effect of developed application-based Canva on improving reading comprehension in 5th grade. The results of this research suggest that the use of Canva's application-based teaching materials significantly improves the reading comprehension of information texts in fifth grade. The equation from Puspita's research, et al. (2022) with the research that the researcher conducted, namely to improve students' reading skills by using Canva media as a supporting medium. As for the differences, research conducted by Puspita, et al. (2022) focused on improving the reading skills of 5th graders, while researchers focused on improving the reading skills of eleventh graders (XI). In addition, research by Puspita, et al. (2022) uses the Design and Development approach, while the researcher uses the Classroom Action Research approach.

Moving on to the fourth research conducted by Triningsih (2021) entitled "Implementing the Canva Application to Improve the Ability to Present Text Critical Response Through Project-Based Learning". The focus of this research is to find out or investigate how the use of Canva through project-based learning can improve students' ability to present critical response texts. From this research, it was found that Canva is proven to be able to improve the ability to present critical response texts students in class IX at SMP Negeri 1 Karangploso for the academic year 2020/2021 as evidenced by an increase in the percentage of learning motivation scores and learning outcomes in each cycle. The difference between this research and the research that the researcher conduct is that this research focused on investigating the use of Canva to improve the ability to present text students' critical responses while in the research that conduct by the researcher focus on investigating how can Canva improve reading skill eleventh-grade students at SMA N 1 Sungai Kakap.

D. RESEARCH HYPOTHESIS

A research hypothesis is a statement of expectation or prediction that will be tested by research. According to Dantes (2012), a hypothesis is an assumption that must be tested through data or facts obtained through a research. Sugiyono (2018) further adds that the hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been stated in the form of a question. Anupama (2018) strengthens this by saying that the hypothesis is a statement of the researcher's expectation or prediction about the relationship among research variables.

From the explanation above, it can be concluded that the hypothesis is a statement of answers to presumptions or predictions of a problem formulation regarding the relationship between research variables that must be tested using data obtained through research. In this research, the researcher uses the hypothesis that

Canva can improve the reading skills of Eleventh (XI) students of SMAN 1 Sungai
Kakap in the academic year 2022/2023.