The Use of Canva to Enhance Students Speaking Skill in Procedure Text: A Classroom Research at SMPN 3 Kabupaten Sorong

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Abstract

This study examines the use of Canva as a digital learning tool to improve students' speaking skills and active participation in delivering procedural texts. Using Classroom Action Research, the study involved 32 ninth-grade students at SMPN 3 Sorong Regency over two cycles. Data were collected through pre-tests, post-tests, observations, participation rubrics, questionnaires, and documentation, and analyzed using descriptive quantitative and qualitative methods. The results show that using Canva increased students' speaking scores from 61.7 to 79.2 and boosted their confidence, expressiveness, and enthusiasm during presentations. Canva's visual features helped reduce anxiety and foster an interactive learning environment. In addition to improving students' understanding of procedural text structure, the media also accommodated various learning styles. Teachers found Canva helpful in presenting material more systematically and contextually, while students' learning motivation also increased. This study confirms that integrating technology like Canva can bridge the gap between theory and practice and serve as an innovative teaching strategy for educators.

Keywords: *Canva, Speaking Skills, Student Participation, Procedural Text.*

1. **Introduction**

The world with the flow of globalization certainly brings many changes in all aspects of human life. The development of information and communication technology is closely related to the development of science in the world of education. Current technological developments require teachers to be able to develop and follow technological advances, in addition, students must also be able to adapt to existing technological developments (Pranowo et al., 2023;Bwarnirun & Santoso, 2021) Learning is a process of activities carried out consciously by educators and students to achieve a goal. The implementation of formal learning has guidelines in carrying out how the learning process takes place. Based on PP No. 32 of 2013 on process standards, it is stated that the learning process in educational units must be organized in an interactive, inspiring, fun, challenging, motivating learners to have fun, challenging, motivating learners to actively participate, as well as increasing initiative, creativity and freedom according to the interests and talents of learners. Achieving all this requires careful planning in the presentation of the material (Santoso, In'am, et al., 2024).

Speaking skill is one of the important components in English language learning (Juniar et al., 2024;Funa et al., 2022)In a global context, speaking skills are a key determinant in communication, whether for academic, professional or social purposes. However, mastering speaking skills is still a major challenge for students in Indonesia especially at the junior high school level. Many students find it difficult to speak in English due to various factors, such as lack of confidence, limited vocabulary, and lack of opportunities to practice speaking actively. This phenomenon also occurs at SMPN 3 Sorong Regency, where the speaking ability of grade IX students is still relatively low, especially in text-based learning such as procedure text.

Procedure text is a type of text that aims to provide instructions or guidance to readers to do something in sequence (Mubarok et al., 2022) Procedure text learning is very relevant to train students' speaking skills as it involves the activity of explaining steps orally in a clear and structured manner. However, in practice, many students only read procedure texts without really understanding and conveying them in the form of verbal communication. This shows the lack of students' speaking skills in conveying information effectively (Suryaman et al., 2024).

This condition is exacerbated by taching methods that are still conventional and less innovative. Teachers often use traditional approaches, such as reading texts repeatedly, without providing space for students to practice speaking interactively. This monotonous learning process makes students feel bored and less motivated to develop their speaking skills. In addition, the limitation of interesting learning media is also an obstacle in creating a learning atmosphere that supports the development of speaking skills (Triono & Santoso, 2024).

In the digital era, technology provides a great opportunity to address these challenges (Santoso et al., 2021; Santoso, Triono, et al., 2024) Various technology-based platforms and tools have been developed to support more engaging and interactive learning. One such tool that has great potential in language learning is Canva. Canva is a graphic design platform that allows users to create various types of media, such as presentations, posters and videos, with an attractive appearance and easy to use. In the context of speaking learning, Canva can be used as a medium to create visual presentations that help students convey their ideas verbally. By using Canva, students are not only invited to understand the content of the procedure text, but also given the opportunity to communicate in a creative and interesting way (Hayati et al., 2020)

Early research shows that visual media has a great influence on increasing students' motivation and engagement in learning. According to the Multimedia Learning theory proposed by Mayer (2009), using visual and verbal media together can improve students' understanding and memory. Canva, as a visual- based graphic design tool, can assist students in structuring presentations that support their speaking skills. By displaying information in visual form, Canva can make it easier for students to explain the steps in the procedure text verbally (Suharno et al., 2023).

However, despite its great potential, the use of Canva in English learning is still rarely applied, especially in schools in regions such as Sorong Regency. Many teachers do not understand how to optimally utilize this technology in learning. In addition, the lack of training and facilities that support the use of technology is a major obstacle. Therefore, this study aims to explore how Canva can be used to improve students' speaking ability in procedure text learning.

In addition to the learning media factor, another problem that needs to be considered is the low confidence of students in speaking English. Many students are afraid of making mistakes, both in pronunciation and sentence structure, so they tend to remain silent or speak in their native language. By utilizing Canva, students can be more confident in conveying their ideas, as they are supported by an attractive visual presentation. This visual media can help students organize their ideas better, so they feel more prepared to speak in front of their peers.

The use of Canva can also create a more fun and interactive learning atmosphere. In learning procedure text, students can be invited to create a project in the form of a step-by-step presentation using Canva. This process involves them actively, from designing content, choosing visual elements, to delivering the presentation orally. This approach not only improves speaking skills, but also develops students' creativity in conveying information.

As a school located in Sorong Regency, SMPN 3 faces special challenges in implementing technology-based learning. Limited facilities and access to technology often become obstacles in the learning process. However, with Canva, which can be accessed for free through computer or mobile devices, this obstacle can be overcome. In addition, the use of Canva can be the first step for teachers to integrate technology in learning, in line with the government's efforts to digitize education.

This research becomes very relevant to answer the need for more innovative and interactive learning at SMPN 3 Sorong Regency. By utilizing Canva, it is expected that students can be more motivated to practice speaking in English, especially in the context of procedure texts. In addition, this research also aims to provide practical guidance for teachers in using Canva as a learning media. Thus, this research not only provides a solution to the problem of students' low speaking skills, but also contributes to the development of technology-based learning in schools.

The Canva application has specifications for creating various kinds of graphics. These graphics can be used for social media content needs, presentations, or other visual documents, one of which is for learning Deer, (2021). Using the Canva application as a learning medium has several advantages, such as accessibility using a smartphone or laptop, friendly for all ages, and a variety of easy features. Syarifuddin & Utari (2022) also explained that this application can be used for office, entrepreneurial, or learning needs. So, the use of this application is very broad, starting from writing resumes; preparing presentations; designing brochures, banners, invitations, cards, logos, and banners; and making videos. Implementing this application is also very easy because it has a wide choice of templates, animations, and graphic designs for its users (Muzakki et al., 2023). With this convenience, Canva users, for example, teachers, will have good creative power. The design provided by Canva is also very attractive and answers the wishes of its users.

Overall, this research aims to explore the potential of Canva as a learning medium that can improve students' speaking skills in English. Through a creative and innovative approach, it is hoped that this research can make a real contribution in improving the quality of English learning, particularly at SMPN 3 Sorong Regency. The results of this study are expected to be a reference for teachers and other educational institutions in adopting technology to support more effective and enjoyable learning.

2. Methods

This research is aclassroom action research, which is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a classroom together. In its implementation, researchers can conduct classroom action research independently or collaboratively, but should not hamper the main activities of teachers in the learning process. This research was conducted in a collaborative and participatory manner. Participatively, together with research partners, the researcher carried out this research step by step. In addition to participatory, researchers can collaborate with teachers of similar English subjects with the aim of improving deficiencies in learning practices. In this classroom action research, the teacher acts as the implementer of the action while the researcher acts as a collaborator (Rasid et al., 2021).

This classroom action research was conducted by researchers, trying to find an idea which was then applied in an effort to improve the learning practices carried out. In this action research tries to apply a variety of new learning models, namely the learning model using Canva media which is expected to provide changes towards improvement in a learning process. In this classroom action research consists of a series of four activities carried out in repeated cycles. The four main activities

that exist in each cycle, namely: Planning, which is the preparation for a classroom action research implementation.

Action, i.e. a description of the action to be taken, the scenario of the scenario, the work improvements to be made and the action procedures to be applied. Observation, which is the activity of observing the impact of the action action taken. This activity can be carried out by means of observation, interviews or other methods that are suitable for the data needed. Reflection, which is an evaluation activity about the changes that changes that occur or the results obtained on the data collected as a form of impact of the actions that have been designed. Based on this step, the changes that occur will be known and actions can be taken so that they can achieve significant changes or overcome problems. The cycle can be described as follows:
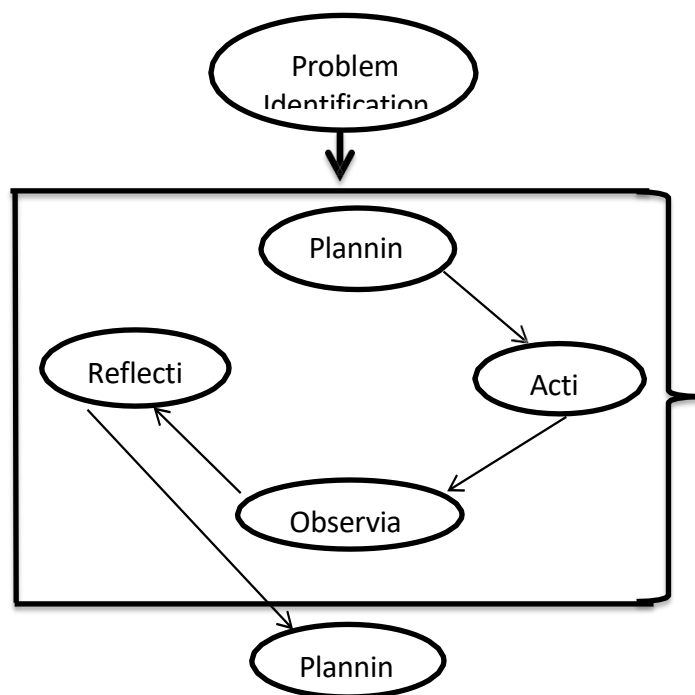

Diagram 1. Classroom Action Research Cycle Model Kurt Lewin

3. Results and Discussion
a. Pre-Cycle

Based on the initial condition data, it was found that individual learning completion, with a minimum completion criterion of 6.9 (2.68 /C-). Meanwhile, classically, it was declared complete if the IX D class whose scores were complete reached 85% of the total number of students. The initial condition in question is the condition of student learning outcomes before classroom action research occurs. This condition can be seen from the table of Initial Condition analysis results before cycle 1.

Table 1. Initial Condition analysis results before cycle 1

No.	Predicate Intervals	Value	Prediction	Student Condition Before Repair
1	100		A	-
2	95		A+	-
3	90		A-	
4	85		B	2
5	80		B+	-
6	75		C+	8
7	70		C	-
	Under KKM (69)		C-	19
	Total of Students			29
	Average			66.24

Student completeness in the Initial Condition can be seen that there are 26 students. There are 10 students who have completed learning in the Initial Condition before cycle 1. Percentage of students who have completed the Initial Condition before Cycle 1 = 10 : 29 x 100% = 34,48 %. There were 19 students who were not yet complete in the Initial Condition before Cycle 1. The percentage of students who have not completed the Initial Condition before Cycle 1 = 19 : 29 x 100% = 65,5 %. The number of students who have not completed 19 students is 65,5%, namely students with serial numbers: 1, 2,3,6,7,8,10,13, 14,15, 16, 18, 19, 20,21,22,24,26,28,29 From the results of the analysis of these values, it is necessary to conduct class action research in cycle 1 because it still needs improvement and coaching individually and classically to improve students' English speaking skills in Procedure text using Canva.

The lesson plan with the material of speaking skills in procedure text was prepared collaboratively between the researcher and the teacher of SMPN 3 Sorong Regency. The lesson plan was developed based on the content standards, core competencies and basic competencies for English class IX. 4. The Core Competencies used are: 4. Processing, preserving, and reasoning in the concrete domain (using, parsing, assembling, modifying and making), and the abstract domain (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other similar sources in the point of view/theory. Learning Objectives are: To compose simple short oral and written procedural texts in the form of recipes and manuals, by paying attention to social functions, text structures and correct linguistic elements and according to the context of the material: Procedure text, designed for 2 meetings or 2 x 2 x 40 minutes. The learning material is taken from the junior high school English book "Think Globally Act Locally" for class IX, 1st printing in 2015, contributors of the text Siti Wachidah, Diyantari, and Yuli Rulani Khatimah, publisher of the Center for Curriculum and Bookkeeping, Balitbang, Kemdikbud, 2015, pages 59 to 106. The Learning Objective Indicators at the first meeting are:

Table 2. The Learning Objective Indicators at the first meeting

1.	Create a short and simple recipe/manual using the Canva application.
2	Present the recipe/manual in front of the class with the help of Canva application with correct and clear language

Toachieve the learning objective indicators, it is necessary to make learning steps. Step learning activities to improve speaking skills in Procedure text. Next is to evaluate the learning activities. The evaluation is process evaluation and result evaluation. Process evaluation is planned by evaluating students individually and in groups by assessing the results of group work. The result evaluation is based on students' performance in doing monologue in the form of procedure in front of the class.

The results of cycle I and II action research with the use of Canva showed an increase in student

learning activities. The increase occurred in the observation of cycle II where in this observation what was observed was the active participation of students. From the observation results obtained data on student activity as follows:

Table 3: Increased Active Participation Cycle I and Cycle II

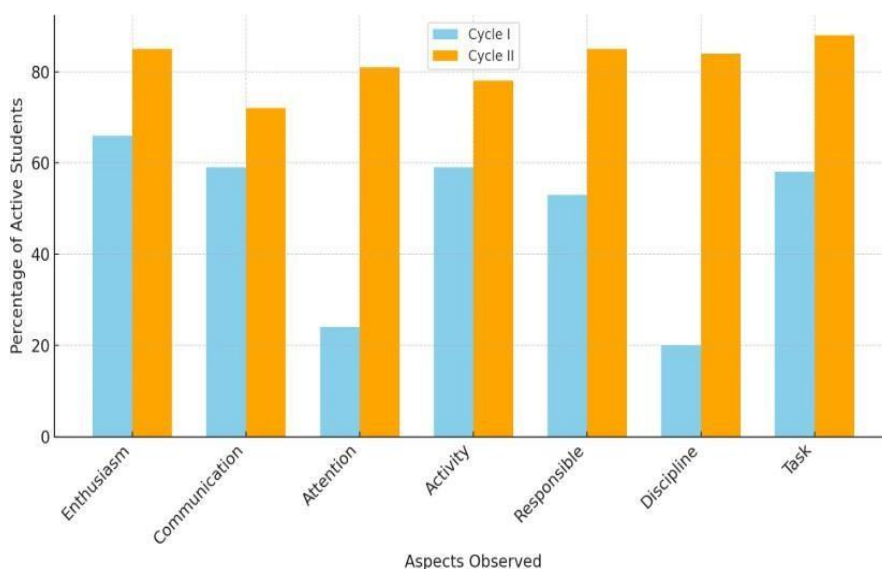| No	Aspects Observed	Total Students	Active of Participants Cycle I		Active of Participants Cycle II	
			Total Students	%	Total Students	%
1	Enthusiasm	29	24	66%	28	85%
2	Communication	29	22	59%	29	72%
3	Attention	29	9	24%	25	81%
4	Activity	29	22	59%	29	78%
5	Responsible	29	18	53%	29	85%
6	Discipline	29	19	20%	28	84%
7	Task	29	21	58%	29	88%

Diagram 2: Percentage Chart

In cycle I and cycle II, the highest increase in student participation was the Discipline indicator, because there was an increase of 64%, then the attention indicator increased by 57%, then an increase in the responsibility indicator reached 32%, then an increase of 30% in the Activity and enthusiasm indicators each reached 19%, then the lowest. Increases in active student participation was the communication indicator, because was only an increase of 13%.

4. Conclusions and Suggestions

Based on the results of the presentation of the article above, the author draws conclusions from this article, namely: first, the need for integration of strengthening character education in learning as the front guard in the character education of students at school, both in learning and extracurricular activities. Second, the integration of education needs to be integrated into general subjects such as mathematics learning. The integration can be done according to the learning material. The results of the integration of strengthening character education with mathematics subjects can produce students whose character is formed for the better through mathematics concepts.

For educators in general, in learning, they should pay attention to the material presented with strengthening character education be it religious subjects or general subjects such as mathematics. Because character education in basic education has a role as the front guard of character education, we always look forward to criticism and suggestions from readers for the improvement of further publications.

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