

**APPLICATION OF PROJECT-BASED LEARNING METHOD USING
CANVA IN ENHANCING STUDENTS' WRITING ABILITY IN
ANNOUNCEMENT TEXT**

Undergraduate Thesis

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2025

ABSTRACT

This research aimed to improve students' ability to write announcement texts by implementing the Project-Based Learning (PBL) approach with Canva as a supporting tool. A pre-experimental method was used, specifically a one-group pretest-posttest design. The study involved 20 eighth-grade students, and data were gathered through writing assessments focusing on five key areas: content, organization, grammar, vocabulary, and mechanics. The findings revealed a notable enhancement in students' writing performance following the PBL treatment using Canva. The average pretest score of 53.75 rose to 74.75 in the posttest, showing a 21-point increase. This result confirms the acceptance of the alternative hypothesis (H_1), indicating that students' writing abilities significantly improved after the treatment. A paired sample t-test further validated this, showing that the difference between pretest and posttest scores was statistically significant ($p < 0.05$). Among all aspects evaluated, organization showed the most substantial progress. Overall, the study demonstrates that integrating PBL with Canva is effective not only in enhancing students' writing skills but also in fostering their creativity and active participation in the learning process.

Keywords: Project-Based Learning, Canva, writing ability, announcement text.

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In

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Teacher Training and Education



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Using Canva in Enhancing Students' Writing Ability
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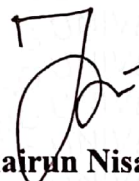
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The researcher, Alistiqomatu Karamah, was born in Bandar Lampung on February 2, 2003, as the only child of Agus Salim and Lidia Fitrian.

The researcher completed early education at TK IKI PTPN 7 Tulung Buyut, graduating in 2008. Followed by SDN 01 Kalipapan, graduating in 2015. Secondary education was pursued at MTsN 3 Lampung Utara, with graduation in 2018. For high school, the researcher attended SMAN 5 Bandar Lampung and graduated in 2021 and was immediately accepted as an undergraduate student in the same year at the Universitas Lampung, majoring in English Education.

As part of the academic journey, the researcher conducted a study at UPT SMPN 3 Negeri Agung to investigate the development of students' writing skills in announcement texts using Project-Based Learning and Canva.

MOTTO

“No matter how perfect the plans you make, always leave room to surrender to Allah's will, for He is the best of planners.”

DEDICATION

This undergraduate thesis is fully dedicated to:

My lovely mother, whose endless love, unwavering support, and constant prayers
have been my guiding light.

My honorable lecturers

And the esteemed almahater of Universitas Lampung

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The Writer,

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I. INTRODUCTION

In order to introduce this research, this chapter discusses some points including background, research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

Writing is an essential means of communication that allows students to express their ideas creatively by organizing information into coherent paragraphs. Supporting students' creativity through textual outlets enables them to convey their thoughts and emotions effectively (Novia, et al., 2024). Gunadevi (2017) It requires significant effort to develop strong writing skills, as this ability holds great importance in the educational field. Language serves a key function in ensuring effective and clear communication of thoughts and emotions. This is accomplished by converting spoken sounds into words, words into sentences, and sentences into coherent structures that express ideas. In essence, writing is the craft of conveying thoughts through the organized arrangement of words.

According to Chakraverty and Gautum (2000), writing is a crucial component of language learning. In the context of English as a Foreign Language (EFL), writing is a skill that students should be proficient in addition to speaking, listening, and reading. Writing is a key component in producing sentences that will help students communicate and produce written works, which is why the author of this study opted to focus on writing.

In this study, the researcher used announcement text, which is one type of writing text that students must learn in junior high school. According to the Indonesian junior high school curriculum for eighth grade, announcement texts are part of the brief functional texts taught to students. These texts are utilized to notify others about upcoming events (Arifah and Subekti, 2020).

Furthermore, as per Brutu, et al. (2019), the announcement text aims to educate readers or the general public on a subject matter, enabling them to understand the what, where, and when of it. As a result, an announcement text is a brief, functional language that informs readers or users about public information.

Even though it looks simple, there are also obstacles in teaching writing. According to Herawati (2022), many EFL teachers believe that teaching writing in EFL classrooms is challenging. Writing in the classroom can be difficult for teachers for a variety of reasons. Among these is the lack of inventiveness on the part of teachers when creating writing strategies. The conventional approach to teaching writing involves assigning pupils a topic and having them write a paper on it. It makes students find writing to be unpleasant. Teachers can, however, look for a method or approach to apply in teaching writing and the newest teaching tool that suits the needs of their students. Additionally, Jumami (2021) states that students often encounter several challenges during the writing learning process. These commonly include difficulties in generating ideas and a lack of creativity. Similarly, Brutu, et al. (2019) outline various obstacles students face when composing announcement texts, such as low motivation, difficulty expressing ideas, limited interest, weak understanding of grammar and vocabulary, ineffective teaching methods, inadequate facilities, an unsupportive environment, and a shortage of learning resources.

Those challenges inspired the researcher to utilize an innovative teaching approach that integrates modern technology and effective teaching methods to enhance students' writing potential while making learning enjoyable. To achieve this, the researcher applied Project-Based Learning (PBL) as the method. Argawati and Suryani (2020) state that Project-Based Learning provides an opportunity for students to work on assignments in their own way. The most striking feature of this method is the concept of the "project," which allows students to complete tasks based on their own plans, ideas, and creativity.

Furthermore, canva is a contemporary teaching tool that the researcher intends to use in this study. Canva is a website for graphic creation tools with several features such as a drag-and-drop structure and access to over a million photos,

images, and fonts. According to Yundayani, et al (2019), Canva offers a wide range of features, including hundreds of fonts, millions of images, free icons and shapes, as well as various photo filters.

A number of previous studies have confirmed Canva's effectiveness in writing instruction. For instance, research by Noor et al. (2023) explored the use of Canva in teaching students to write greeting cards in junior high school. Their findings revealed that students who were taught using the Canva application were better able to generate and express abstract ideas, felt more engaged in their tasks, and showed greater willingness to participate actively in the learning process. This suggests that Canva is an effective tool for teaching greeting card writing.

Similarly, a study conducted by Hadi et al. (2021) examined the use of Canva in teaching narrative texts to junior high school students. The results showed that the t-test value exceeded the t-table value, leading to the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). This indicates that the Canva application significantly supports the enhancement of students' writing performance.

Another relevant study by Masturoh et al. (2023) aimed to determine the impact of using Canva on students' writing skills in procedure texts. Employing a mixed-method approach with a one-group pretest-posttest design, the study found that students who used Canva as a learning medium showed a marked improvement in their writing abilities compared to their performance before the intervention.

The present study differs from others in that used a project-based learning approach to examine whether Canva improves students' ability to write announcement texts. According to the explanation, it concluded that the researcher was interested in studying how much it influences students' writing abilities when they use the Canva application to express their ideas and creativity in creating announcement texts. The goals of the research were to improve students' writing announcement skill, motivate them to write creatively and create fun learning techniques for students.

1.2 Research Questions

Drawing upon the information provided in the research background, the researcher articulates the issue in the manner:

1. Is there any improvement on students' writing ability after the implementation of the Project-Based Learning with Canva in teaching announcement texts?
2. Which aspect of writing shows the most improvement when students are taught announcement texts using the Project-Based Learning method and Canva?

1.3 Objectives

Regarding the research question mentioned earlier, the goal of this study is:

1. To assess the improvement of students' writing announcement text ability using Canva in the Project-Based Learning method.
2. To identify which aspect of writing shows the most improvement when students are taught announcement texts using the Project-Based Learning method and Canva.

1.4 Uses of The Research

In this section, the researcher explores how research using Canva in the Project-Based Learning method on students' announcement text writing skills can be useful both theoretically and practically.

Theoretically:

This study contributed to the understanding of educational theories, particularly in how Project-Based Learning can be combined with digital tools like Canva to enhance students' writing skills. It provided empirical evidence of the effectiveness of integrating visual tools with constructivist teaching methods. The findings may serve as a foundation for developing new frameworks or models for teaching writing that incorporate digital design tools, fostering creativity in students' written texts. Furthermore, the study offers valuable insights into how

students utilize technology to organize, plan, and complete writing tasks, which can guide future research on the integration of learning and technology in educational settings.

Practically:

1. **Teaching Practices:** Teachers can incorporate Canva into their writing instruction by using the research's useful strategies and methodologies. It can provide detailed instructions about how to use the tool to raise student interest and boost writing performance.
2. **Teacher:** The research can be used to create professional development plans that will assist educators in gaining the abilities and information required to successfully incorporate digital resources such as Canva into their lesson plans.

Ultimately, the researcher expects that this research has the potential to enrich the education world of novice language learners and make a meaningful contribution to the continuous advancement of language teaching methods. The results of this research are expected to provide information to English teachers about technology that can be used in teaching writing.

1.5 Scope of The Research

The study implemented the project-based learning approach, where students planned, organized, and completed an announcement text project. The type of project based learning that has been used by researchers is a short-term project, namely a project that lasts for a short time with a focus on one topic. Students used Canva to produce visually appealing and well-structured announcement texts. The type of announcement text utilized by the researcher was informal text. Students explored Canva's features, including templates and design options, drag-and-drop capabilities, a variety of fonts, text effects, and graphic elements. The project-based learning activities incorporated Canva, allowing students to visually enhance their written texts and engage in creative design processes. This study assessed the impact of using Canva in Project-Based Learning on students'

announcement text writing abilities through a pre-experimental approach with a one-group pretest and posttest design. The researcher evaluated students' writing announcement test results based on five aspects of writing: content, grammar, vocabulary, mechanics, and organization.

1.6 Definition of Terms

The researcher introduced several key terms to help readers gain a foundational understanding of the topic. These include:

Writing

Writing refers to the act of communicating thoughts, ideas, and information through written language. It encompasses the ability to form well-structured sentences and paragraphs, apply correct grammar, and choose suitable vocabulary to clearly deliver messages to the audience. Writing skills are defined as an individual's capability to produce organized and cohesive texts with accurate grammar, appropriate word choice, and clear articulation.

Project-Based Learning (PBL)

Project-Based Learning is an instructional approach that encourages students to actively participate in projects involving exploration, problem-solving, and the development of concrete outcomes. In this study, PBL is applied by engaging students in the task of composing announcement texts with the aid of Canva.

Canva

Canva is an online platform that allows users to create various types of visual content, including posters, presentations, and social media graphics, using pre-designed templates and a user-friendly interface.

Announcement Text

An announcement text is a type of text used to convey important information to a specific audience. These texts typically contain information about events, notifications, or other significant information that needs to be communicated to the public.

In this chapter, the researcher has presented several points including background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

This chapter examines important studies on using Canva to teach writing. It addresses a number of topics, such as the definition of writing, aspects of writing, teaching of writing, Project-Based Learning, Project-Based Learning in teaching writing, media in teaching writing, Canva as media in teaching writing, Canva in teaching writing. It also goes over the procedure of using Project-Based Learning and Canva in teaching writing, advantages and disadvantages of using Project-Based Learning and Canva, the theoretical assumption and hypotheses.

2.1 Definition of Writing

There are numerous expertly written definitions available: Candib (2013) states writing is described as an action that allows individuals to perceive and express their feelings and sensations. It is highlighted as a way of knowing, learning, and communicating with the external world, extending beyond immediate interactions to reach distant and future audiences. Harmer (2004) outlines that writing involves a complex process of generating ideas, organizing them coherently, drafting, revising, and editing to communicate effectively with a specific audience.

According to Nunan (1989), Writing is a highly intricate mental process that demands the writer to manage multiple elements at the same time. At the sentence level, this involves mastery over content, structure, sentence construction, word choice, punctuation, spelling, and the formation of letters. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. Wells (1986) explains writing is a means of externalizing our thoughts, allowing us to reflect on and develop our ideas. It is

also a social activity through which we communicate with others. Writing involves multiple processes, including planning, drafting, revising, and editing. Vanesa and Setiawati (2021) state that people need to develop writing skills because it serves as a means to express ideas, opinions, experiences, and information through written language.

To sum up, having looked into all the studies above, the researchers came to the conclusion that writing is a complex skill that lets people express their thoughts and feelings. It involves generating ideas, organizing them, and refining them through drafting, revising, and editing. Writing is a way to communicate with others, both now and in the future, and requires attention to content, structure, and language. It also helps in reflecting on and developing ideas while interacting socially.

2.2 Aspects of Writing

The effectiveness of writing hinges not solely on the lucidity of expressed ideas, but also on adept organization of information and the judicious use of language. Brown (2004) describes important aspects of the writing process that require careful attention. The following are aspects of writing.

1. Content

Content refers to the information presented in the writing. This includes the relevance, accuracy, and completeness of the information provided. Good writing should contain information that is relevant to the topic discussed, presented accurately, and covers all necessary aspects to provide a complete understanding to the reader.

2. Organization

Organization refers to how ideas and information in the writing are arranged logically and coherently. Well-organized writing has a clear structure with an

engaging introduction, a well-ordered body, and a satisfying conclusion. Ideas should be arranged in such a way that the reader can easily follow the writer's train of thought. Transitions between paragraphs and ideas are also important to maintain the smooth flow of the writing.

3. Vocabulary

Vocabulary refers to the choice of words used to convey ideas. Using appropriate and varied vocabulary can make writing more lively and interesting. The writer should choose words that fit the context and audience, and use synonyms and word variations to avoid excessive repetition. Rich vocabulary also helps convey nuances and details more precisely.

4. Language Use:

Language use refers to the grammar, syntax, and sentence structure used in the writing. The writer should demonstrate good command of grammar, use proper sentence structures, and compose sentences in a clear and comprehensible way. Grammatical and syntactic errors can hinder the reader's understanding and reduce the credibility of the writing.

5. Mechanics

Mechanics refers to the correct use of punctuation, spelling, and capitalization. Good mechanics are the foundation of readable and understandable writing. Proper punctuation clarifies the meaning of sentences, while correct spelling and capitalization ensure that the writing looks professional and is free from basic errors. Mechanical errors can distract the reader and reduce the effectiveness of communication.

It can be concluded that effective writing depends not only on the clarity of the ideas conveyed, but also on the ability to organize information well and use language appropriately. Important aspects in the writing process, such as relevant and accurate content, orderly structure, choosing the right words, using correct grammar, and proper writing mechanics, all contribute to improving

communication skills and understanding in writing. By paying attention to these aspects, writers can increase the effectiveness of their writing to achieve the desired communication goals.

2.3 Teaching of Writing

According to Langan (2011), the writing process approach has 4 parts. They are prewriting, drafting, revising, and editing.

1. Pre-writing

This involves generating ideas about the topic. Students can use techniques like freewriting (writing continuously without stopping), listing key points, or creating mind maps to explore different angles and perspectives. After that, create an outline. An outline organizes students' thoughts into a structured format. It typically includes an introduction (introducing the topic), body paragraphs (each supporting a main point with evidence or examples), and a conclusion (summarizing the main points). Tell the students to develop a strategy for their writing and consider their purpose (inform, persuade, entertain), audience (who will read their writing), and tone (formal, informal). It will be important to teach students how to approach the topic and what evidence or examples they can use to support their arguments.

2. Drafting

In this process, the students should write the first draft based on the outline. Focus on expressing the ideas clearly and coherently. Elaborate on the main points with specific details, examples, or evidence. Support each claim or argument with relevant information that strengthens the overall message. The students also should ensure that the writing flows smoothly from one idea to the next and use transitions (words or phrases that connect ideas) to guide readers through the writing and maintain logical progression.

3. Revising

Revising includes evaluating the strength and relevance of the ideas, ensuring each paragraph supports the thesis and contributes to the overall coherence of the piece. Moreover, it can also add, remove, or reorganize content as needed. Rearrange paragraphs or sections to improve the flow and logical sequence of the writing. Refine the language for clarity, precision, and effectiveness. Check for repetitive phrases, ambiguous statements, or awkward constructions. Ensure the writing is appropriate for the audience and purpose.

4. Editing

Edit for grammar, punctuation, spelling, and sentence structure errors. Correct any mistakes that could distract or confuse the readers. Use a mix of sentence lengths and structures to keep the reader engaged and ensure the writing remains clear and easy to follow. Check for subject-verb agreement, proper tense usage, and sentence coherence. Verify that your writing adheres to any formatting guidelines required (such as MLA, APA, Chicago). Ensure headings, citations, and references are formatted correctly if applicable.

To wrap up, John Langan's structured writing process entails initial ideation and outlining, followed by drafting with emphasis on idea development and logical coherence. Subsequently, revision focuses on enhancing clarity and cohesion, while editing addresses grammatical precision, punctuation, and structural integrity. The final phase involves meticulous preparation of a polished draft, ensuring adherence to specified criteria and effective communication of the intended message to the target audience.

2.4 Announcement Text

Announcement text is one of the texts that students should learn. Based on Zahra, et al. (2021), one of the brief functional texts taught in the eighth grade of junior high school is called an announcement. Prasetyarini (2013) states that the

announcement text is a message intended for the public, aimed at delivering information about an event or situation that has occurred or will take place. The text commonly can be found in the public place or media, such as school, magazine, instagram, a city park, etc. By Lashchuk (2004), an announcement serves as a pre-event message intended to inform the public about upcoming activities in various areas of life, such as briefings, meetings, official visits, performances, or concerts. Its main goal is to deliver clear and timely information regarding the schedule, content, and key details of the event. According to Lavryk (2008), an announcement can be either short or detailed, but it always aims to inform about an event that is expected to occur in the near future.

According to Brutu et al. (2019), several factors contribute to the difficulties students encounter when writing announcement texts. These include low motivation, struggles in articulating ideas, a lack of student interest, limited understanding of grammar and vocabulary, ineffective teaching methods, inadequate facilities, an unsupportive environment, and insufficient learning resources. Similarly, Putra and Rosa (2014) note that when students are asked to write announcements based on different scenarios, they often hesitate, as they find it challenging to generate a variety of ideas.

2.4.1 Types of Announcement Text

Swales, (1990) states that there are two kinds of announcement:

1. Formal Announcement

Formal is a word used to describe anything that has form or structure. So it is something that follows rules. A formal announcement is a type of announcement that utilizes formal language and is typically issued by institutions such as offices, schools, or other official organizations. Examples include announcements about scholarship awarding ceremonies, annual parent meetings, and updates to library regulations.

2. Informal Announcement

Informal is more commonly used in formal situations that do not use words that follow the rule. An informal announcement is a type of announcement that employs casual or everyday language. It is usually made on a personal level or by individuals in non-official contexts, such as invitations to a birthday party, reminders among friends, or updates shared in a community group. For example, birthday celebration surprises, football matches between classes and school club gatherings.

In this research, the researcher used informal announcements as the type of announcement text.

2.4.2 The Generic Structure and Language Features of Announcement Text

Generic structure and language features are used to identify an announcement text. An announcement text has the following generic structure and language feature.

According to Priyana, et al (2008), the generic structure of announcement text includes a head, body of the announcement, closing and writer. .

1. Head

The announcement text typically starts with a heading that clearly states the purpose or topic of the announcement.

2. Body

Introduction: This section provides background information or context related to the announcement.

Details: It includes the main information such as date, time, location, and other relevant details regarding the event or announcement.

3. Closing

The announcement text usually ends with a closing statement that may include additional instructions or a call to action.

This structured approach ensures that announcements are clear, informative, and easy to follow.

The following are the language features of announcement text.

1. Using simple present tense and simple future text
2. Using imperative sentences

These features help to make the announcement clear, direct, and actionable.

Based on the explanation above, the researcher concludes that announcement texts are an essential type of functional text taught in the eighth grade of junior high school. These texts serve as public statements that provide information about upcoming events and can be found in places such as schools, magazines, social media, and public areas like parks. The primary purpose of an announcement is to convey timely and objective details about future events. However, students encounter several challenges when creating announcement texts, including low motivation, difficulty in expressing ideas, lack of interest, limited understanding of grammar and vocabulary, ineffective teaching strategies, inadequate facilities, and insufficient learning materials. Furthermore, the typical structure of an announcement includes a headline, body, closing, and signature. The language features of announcement texts include the use of simple present and future tenses, as well as imperative sentences.

2.5 Project-Based Learning

Project-Based Learning enables students to learn through practical application and hands-on experiences. It immerses them in real-world tasks that resemble those performed by professionals in various fields. As a form of situated learning, project-based learning aligns with constructivist principles, which suggest that students achieve a more profound understanding of content when they actively engage in constructing their knowledge by working with and applying ideas. In project-based learning, students engage in real, meaningful problems that are

important to them and that are similar to what scientists, mathematicians, writers, and historians do (Krajcik and Blumenfeld, 2006). Dewey (1995) argues that Students are more likely to develop a personal connection to the material when they participate in authentic, meaningful tasks and problems that mirror the work of experts in real-world contexts.

Project-Based Learning can incorporate various cognitive tools, which play a crucial role in the learning process. Research in learning sciences has shown the significant impact that tools can have on education (Salomon et al., 1991). According to Krajcik and Blumenfeld (2006), cognitive tools enhance and extend the learning capabilities of students. For instance, a graph is a cognitive tool that helps learners identify patterns in data. Additionally, different types of computer software can also be considered cognitive tools, as they enable students to perform tasks that would be impossible without the software's support.

According to Novak and Krajcik (2004), learning technologies can assist students in various ways: (1) by providing access to a wide range of scientific data and information; (2) offering visualization and data analysis tools similar to those used by scientists; (3) enabling collaboration and information sharing across different locations; (4) supporting the planning, creation, and testing of models; and (5) aiding in the development of multimedia documents that demonstrate students' understanding.

In conclusion, Project-Based Learning enables students to learn through hands-on experiences, applying ideas and engaging in real-world activities that mirror the work of professionals. This approach fosters a deeper understanding of the material by addressing meaningful problems. Cognitive tools and learning technologies, such as graphs and specialized software, enhance Project-Based Learning by aiding students in visualizing data, collaborating, and creating multimedia projects. While a range of cognitive tools can be utilized in project-based learning, the researcher particularly emphasizes the role of learning technologies.

2.6 Project-Based Learning in Teaching Writing

Research findings by Argawati and Suryani (2020) show that Project-Based Learning solves problems in teaching writing. Project-Based Learning helps students write well. The project engages students in solving real problems and finding solutions, which develops their critical thinking and creates meaningful learning experiences. The research on teaching writing using Project-Based Learning shows significant improvement in students' writing abilities over two cycles. Students express positive opinions about the method, actively engage in the learning process, and show increased motivation. Project-Based Learning effectively enhances students' writing proficiency, fosters creativity, and develops critical thinking skills. Overall, students respond well to the implementation of Project-Based Learning, showing its potential to improve writing abilities and receive positive feedback.

Additionally, research by Ilham (2022) demonstrates that Project-Based Learning has a notable impact on students' writing skills, as evidenced by the improvement in post-test scores compared to pre-test scores. The study reveals that students find Project-Based Learning engaging, challenging, and motivating, which boosts their creativity and English language proficiency. Additionally, by working in groups and considering writing tasks within context, students are able to deepen their understanding, further highlighting the effectiveness of this approach in enhancing writing abilities.

In the end, Project-Based Learning improves students' writing skills. PBL engages students in solving real problems, fostering critical thinking, creativity, and motivation. Students showed substantial improvement in their writing abilities and expressed positive attitudes towards the method, indicating Project-Based Learning's effectiveness and potential for enhancing writing proficiency and student engagement.

2.7 Media in Teaching Writing

The use and selection of appropriate media is important in the learning process, because the use of media can make students more interested in the teaching and learning process. Teachers also need to be more creative in providing explanations about lesson themes using appropriate media. One way to make students interested in learning English is to use media. This can help students easily understand the material provided by the teacher in the English learning process (Suhartono and Laraswati, 2016). Suhartono and Laraswati (2016) state that to make it easier for students to get ideas, teachers should provide several media as tools to help students develop their creativity in composing paragraphs. By using visual media, it is hoped that students can get ideas for creating simple paragraphs from various text genres that can make students more interested. Through this research, we will find out about teaching writing, the application of teaching writing through visual media.

According to Vanesa and Setiawati (2021), there are some choices of media for the teacher to use in the teaching and learning process.

1. Audio media

Audio refers to sound or hearing and is often referred to as listening media. Audio media is a tool that conveys messages or information through sound, commonly used by teachers in listening classrooms to assist students in understanding what they hear. An example of audio media is a radio tape or cassette, where the teacher plays the cassette and asks students to complete tasks or list words they hear. It aims to improve emotional characteristics, such as imagination and creativity, while encouraging independent and critical thinking in students.

2. Visual media

Visual is connected with seeing. Visual media is also called printing media. The examples of visual media are pictures, models, things, graphs or tools which can

give the real visual experience toward students. The advantage of visual media is it can present the ideas, message or events become real. On the other hand, visual media has several disadvantages: (1) It primarily focuses on the visual message itself, with less attention given to planning and evaluation, and (2) Visual materials are often viewed merely as tools for teachers in the teaching process rather than as sources of study for students. The characteristics of visual media include:

1. Texts presented in a real visual format, often exceeding the physical space of the room.
2. Texts and visuals facilitate one-way communication, where the message is received passively.
3. Text and visuals are typically displayed in a static form.
4. The development of visual media is based on linguistic principles and visual perception.
5. It is designed with a focus on the students.
6. The information presented can be organized and arranged in a coherent manner.

3. Audio-visual media

Audio-visual media combines both audio and visual elements, integrating hearing and sight to deliver messages. This combination enhances its effectiveness by incorporating the strengths of both audio and visual media. Audio-visual media offers several advantages. It simplifies the teacher's role, making teaching more efficient, and provides learners with opportunities to practice independently. Additionally, it encourages students to explore and learn more on their own.

In brief, leveraging these media types in teaching practices not only enhances instructional delivery but also promotes active student participation and comprehension, ultimately enriching the educational experience. In this research, the researcher will use visual media which is Canva.

2.8 Canva as Media in Teaching Writing

Canva is one of the visual media that can be used to teach writing. Visual media is a type of media used for language learning. It can be diagrams on a computer screen, whiteboard drawings, photographs, book graphics, cartoons, etc. (Smaldino et al., 2015). This media provides a learning experience that is consistent with students' character as digital native. Visual media plays a key role in helping EFL (English as a Foreign Language) students express themselves and communicate effectively with others.

Canva, a graphic design tool with a user-friendly drag-and-drop format, is a visual media platform that provides access to millions of photographs, graphics, and fonts. It offers a wide variety of images, photo filters, free icons, shapes, and hundreds of fonts (Canva, n.d.). Canva serves as a source of visual media that allows students to connect with the broader world beyond the language classroom and provides easily accessible authentic materials. According to Yundayani et al. (2019), Canva offers students a hands-on experience that encourages creative engagement, helping them recall and apply their previous knowledge. Teachers can utilize digital tools like Canva to motivate students to write. As noted by Nurhidayat (2021), Canva, as a technology-enabled visual media platform, has been recognized as a valuable tool for enhancing student engagement in the writing process.

According to Yundayani, et al (2019), students reported that using Canva enhanced their creativity in English writing. The platform made the writing process easier, allowing students to express their ideas effortlessly while ensuring that their messages were clear and understandable to readers. Additionally, students noted that Canva increased their motivation to write and helped reduce their anxiety. By incorporating Canva as a technological tool, students were able to improve the quality of their writing. Moreover, English learners gained valuable insights into how technology can be applied to language learning. Overall, learning a foreign language through tools like Canva was perceived as an enjoyable and engaging activity for students.

In summary, using Canva in writing practice boosts student engagement and creativity. Teachers create engaging visual materials with Canva's tools and templates, which suit digital-native students. Canva provides a wide range of images, graphics, and fonts, making writing easier and more enjoyable.

2.9 Canva in Teaching Writing

Several prior studies have demonstrated the use of Canva in teaching writing. One such study by Noor et al. (2023) examined the impact of using Canva as a tool for writing greeting cards in a junior high school setting. The research aimed to evaluate how Canva influenced eighth-grade students' ability to write greeting cards. This study employed a true-experimental design with a quantitative approach, involving 48 eighth-grade students as participants. The results revealed that after using Canva, students in the experimental group were able to generate concrete abstract ideas more effectively. They also reported feeling more positive about their tasks and showed greater willingness to engage and pay attention during the learning process. The study concluded that Canva was an effective medium for teaching eighth-grade students at SMP Negeri 12 Banjarmasin, enhancing their creativity and engagement in the writing process.

Another relevant study is by Hadi et al. (2021), which focuses on teaching narrative texts using the Canva application. This research aims to assess the effectiveness of Canva as a tool for enhancing students' writing skills. The study involved junior high school students and employed a quantitative approach with a pre-experimental research design, using pre-tests and post-tests. Writing tests were used to measure students' performance as part of the data collection process. The results revealed that the t-test value was higher than the t-table value, indicating that the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. Based on the t-test calculations, the study concludes that the Canva application is an effective tool for helping students improve their writing performance.

The last finding can be seen from the research by Masturoh, et al. (2023). The aim is to know that there is a significant effect of using canva to improve students' writing skills on procedure text. This research employed a mixed-methods approach, combining both quantitative and qualitative designs, specifically using a pre-experimental one-group pretest-posttest design. The results indicated that the group using Canva as a learning tool in the classroom showed significant improvement in their writing skills compared to the group before using Canva. The test results were also influenced by students' motivation to explore something new. By observing the products created through Canva, students were motivated to be more creative in making their writing visually appealing and engaging. In conclusion, the study found that Canva effectively enhanced students' writing skills, particularly in writing procedure texts, and improved the overall quality of their writing.

This study is different from other studies because it uses a project-based learning approach to test whether Canva improves students' ability to write announcement texts. Based on this explanation, it can be concluded that researchers are interested in studying how much influence the Project Based Learning and Canva teaching methods have on students' ability to write announcement texts. The purpose of this study is to improve students' announcement writing skills, motivate them to write creatively, and create fun learning techniques for students.

To sum up, previous studies demonstrate that Canva is an effective tool for improving students' writing skills across various text types, enhancing creativity, engagement, and motivation. Canva helps students visualize and organize their ideas, making the learning process more interactive and enjoyable. Unlike these studies, this research focuses on using a project-based learning approach with Canva to improve students' ability to write announcement texts, aiming to develop their skills, foster creativity, and create a fun learning environment.

2.10 Procedures of Using Project-Based Learning and Canva in Teaching Writing

The following are the steps for using Project-Based Learning as a method and Canva as a medium in writing classes taken from previous research to be used as a guide for researchers to apply Project Based Learning and Canva in improving students' ability to write announcement texts.

2.10.1 Steps of using Project-Based Learning

Alan and Stoller (2005) and Stoller (2002) outline steps to optimize the benefits of project-based learning in foreign language classrooms.

1. First, the project is prepared by selecting a theme and determining the desired outcome. The instructor and students collaborate to plan the details of the project, ensuring a clear path from the initial activity to the project's completion.
2. Next, the instructor helps students prepare for the language requirements involved in gathering information. This stage focuses on developing the necessary language, skills, and strategies for information collection.
3. Once students have practiced these skills, they are ready to gather information using methods such as interviews, writing letters, or conducting library research.
4. The instructor then guides students in compiling and analyzing the data they have collected. Students need to master the language and skills required to organize and evaluate the information from various sources.
5. Working in groups, students compile and analyze the information, discussing its relevance and deciding which data to retain or discard.
6. Finally, students present the results of their project. The instructor provides activities to enhance students' language skills, helping them deliver their findings effectively.

7. The process concludes with an evaluation of the entire implementation of Project-Based Learning.

2.10.2 Steps of using Canva

The following is the process of teaching writing through Canva, adapted from Yusup (2022).

1. Each student opens the Canva application first, on their own smartphone. Then students make groups with their classmates.
2. Each student is given the task of making a text using the Canva Application.
3. The tasks are completed individually, beginning with the selection of topics, titles, and content, and continuing through to the completion of the text.
4. Once students create their texts using the Canva application, they share them with their peers for feedback and revisions. Researchers also assess the process to monitor the activity and its progress.
5. After receiving corrections, each student returns the revised assignment to their partner.
6. The final version of the announcement text is the one that has been revised and improved with input from a peer.

2.10.3 Steps of using Project-Based Learning and Canva in Teaching Announcement Text

Here is the combination of using Project-Based Learning according to Allan and Stoller (2005) and Canva based on Yusup (2022).

1. The teacher introduced the generic structure and language features of announcement texts, using examples to illustrate these features.
2. Students practiced determining the generic structure and language features of announcement texts.

3. Each student opened the Canva application on the computer, and the teacher briefly explained Canva's features, emphasizing how it could be used to create professional announcements.
4. The teacher guided students to create a new project in Canva that aligned with the final product of the Project-Based Learning theme.
5. The students were taught to outline the project details, including steps from the opening activity to project completion.
6. The teacher trained students to use the resources and materials needed for the project.
7. Students began exploring Canva templates and tools that suited their project.
8. The teacher engaged the students in a discussion to choose and agree on a project theme related to announcement texts, ensuring the theme was relevant to their context, such as school events or community activities, to foster real-world connections.
9. Students created important points that would be written in their announcement text (in the form of a mind map or list).
10. Each student was assigned the task of creating an announcement text using Canva. They applied their knowledge of the text's generic structure and language features while also honing their design skills to make the announcement visually engaging.
11. The teacher guided students to share their Canva-created texts with peers for suggestions and corrections.
12. After receiving feedback, students edited their announcement text based on the suggestions and corrections provided by their peers in the Canva application. This final step refined their text and design before they submitted the completed announcement.
13. The activity concluded with a reflection on the process, discussing what they had learned about both announcement texts and using Canva as a design tool.

In conclusion, students created a project in the form of announcement text using the Canva application and guided by the researcher.

2.11 Advantages and Disadvantages of Using Project-Based Learning and Canva

In this subchapter, the researcher discusses the benefits and drawbacks of using Project-Based Learning as methods and Canva as media. At last, the researcher summed up the pros and cons of using both Project-Based Learning and Canva.

2.11.1 Advantages and disadvantages of using Project-Based Learning

There are several advantages of using Project-Based Learning according to Ilham (2022).

1. Improvement in students' writing achievements and proficiency.
2. Positive student perceptions, finding PBL interesting, challenging, and motivating.
3. Enhanced creativity and English language skills among students.
4. Opportunity for collaborative group work and contextual problem-solving.

Besides that, there are also the disadvantages of using Project-Based Learning according to Mihic' and Završki (2017).

1. Challenges in planning and implementation, along with increased effort in carrying out the activities.
2. Students' lack of experience in more active learning roles and their resistance to change.
3. The teacher's content knowledge and potential difficulty in overseeing a project within their field.
4. The transition from being a "provider of facts" to assuming the role of a mentor and facilitator of learning.

2.11.2 Advantages and disadvantages of using Canva

Jumami's (2021) research result demonstrates some positive impacts of using Canva in teaching writing.

1. Canva could make students more creative in writing class
2. Students feel easier to find the idea when using canva

3. Canva can motivate students to learning writing

Jumami (2021) states that Canva has a lot to offer when it comes to helping pupils write better. In essence, students are supported when writing using Canva because it offers images, fonts, graphics, color, and photos. English learners have the tools necessary to create their literary concept. Students feel that using Canva has improved their creativity when writing in English. They also discovered that writing was simpler when they used Canva. Finally, students' writing skills improve when they use Canva as a media tool.

Yundayani et al. (2019) identifies several challenges that students face when using Canva. The participants said that Canva is unable to offer writing advice or fix mistakes made during the writing process. They had the opinion that receiving criticism and comments on their writing is crucial. One could provide feedback on a specific passage in the text, such as a spelling error, a word order error, a tensed error, a concord error, an inappropriate form, or a single or plural writing error (Hyland, 2003). It is believed that providing students with feedback and corrections is the most effective approach to address their work and improve the caliber of their writing. Furthermore, the text's appearance and potential improvements are conveyed by both corrections and feedback.

2.11.3 Advantages and disadvantages of using Project Based Learning and Canva

Here are the pros and cons of combining Canva with Project Based Learning which have been summarized by researchers.

1. Advantages of using Project-Based Learning and Canva

Here are the disadvantages of using Project-Based Learning together with Canva.

- 1) Combining Canva with Project-Based Learning offers a powerful educational approach that enhances creativity, writing skills, and student engagement.

- 2) Canva with Project-Based Learning provides a stimulating and motivating environment that improves writing achievements and English language proficiency while fostering collaboration and problem-solving skills.
- 3) Canva complements this by offering intuitive design tools that make writing easier, boost creativity, and help students effectively express their ideas.
- 4) Together, these methods create an enriching learning experience that motivates students and equips them with essential skills for their academic and personal growth.

2. Disadvantages of using Project-Based Learning and Canva

Here are the disadvantages of using Project-Based Learning together with Canva

- 1) While PBL fosters creativity, collaboration, and active learning, it can be difficult to plan and execute, requiring considerable effort and adaptation from both teachers and students. The execution of PBL can be challenging in classrooms where resources or time are limited, as each phase of the project (planning, execution, feedback) needs to be managed effectively. Without proper structure, PBL can become chaotic, causing delays and confusion.
- 2) Teachers accustomed to traditional lecture-based methods may struggle to transition to the role of a facilitator in PBL, where they guide rather than directly instruct. This shift requires a significant change in teaching style, which can be challenging, especially for teachers who have limited experience with student-centered learning approaches.
- 3) For students, the combination of PBL and Canva may be overwhelming, especially if they can not use technology well or if the project scope is too broad. They may find it difficult to balance the creative aspects of using Canva with the academic requirements of writing announcement texts or other assignments.
- 4) The dual demands of mastering a digital tool (Canva) and producing high-quality written content can create cognitive overload, making the project seem unmanageable for some students.

In conclusion, to maximize the advantages of both Canva and PBL, it is essential to address these challenges by providing adequate support, clear guidance, and effective feedback mechanisms, ensuring a balanced and enriching learning experience.

2.12 Theoretical Assumption

Based on the theories that have been explained and the opinions of experts that have been presented, the researcher assumes that it is proposed that the combination of Canva and Project-Based Learning will greatly improve student outcomes when teaching announcement text writing skills. Critical thinking, creativity, and the practical application of knowledge are all encouraged by project-based learning, an instructional approach that involves students in meaningful and real-world projects. Students are given a rich, interactive platform to hone their writing abilities when they combine the flexible design features of Canva, a graphic design tool that makes it possible to create visually engaging content.

With the Project Based Learning and Canva approaches, the researcher assumes that organization as one aspect of writing will be the most affected aspect. Students will be more helped in composing announcement texts logically and neatly, according to the correct generic structure of the text. With Project Based Learning, students focus on real projects, namely making specific and relevant announcements, so that they are encouraged to understand the sequence and purpose of each part of the text. This method seeks to increase students' overall engagement, creativity, and confidence in their writing abilities in addition to improving the technical aspects of writing announcement texts through the integration of Project-Based Learning with Canva. According to this theoretical framework, implementing project-based learning with Canva will enhance and improve the learning process and, in the end, result in a notable improvement in students' writing abilities.

Based on the theory explained in the previous sub-chapter, the researcher assumes that Project-Based Learning can help students improve their organizational skills when creating announcement texts by planning steps to achieve their project goals. In the context of writing, Project-Based Learning gives students the opportunity to organize their ideas systematically. Thus, through Project-Based Learning and Canva, students gain in-depth experience in planning and composing writing with a good and systematic structure, which contributes to a significant improvement in the organizational aspect of writing.

2.13 Hypotheses

Based on the theoretical assumption and the theories that have been discussed, the researcher proposed two hypotheses as below:

1. The implementation of Project-Based Learning and Canva improve students' writing announcement text ability.
2. The implementation of Project-Based Learning and Canva can improve organizational aspects, which are identified through descriptive analysis based on student writing results.

In this chapter, the researcher has provided a detailed explanation of the definition of writing, teaching of writing, aspects of writing, media in teaching writing, Canva as media in teaching writing, Canva in teaching writing. It also goes over the procedure of using Canva in teaching writing, advantages and disadvantages of using Canva, Project-Based Learning in teaching writing, advantages and disadvantages of using Project Based Learning, the theoretical assumption and hypotheses.

III. METHODS

This chapter discusses in detail the research design, variables, data sources, research instruments, validity and reliability of the instrument, data collecting technique, research procedure, data analysis, and hypothesis testing.

3.1 Research Design

In this study, the researcher employed a quantitative method with a pre-experimental design, specifically using a one-group pretest-posttest approach, structured as follows:

T1 X T2

Note:

T1: A pre-test was conducted to the students before the treatment.

X: The treatment involved Project-Based Learning using Canva to improve students' writing of announcement texts.

T2: A post-test was conducted to the students after implementing the treatment.

(Setiyadi, 2018)

3.2 Variables

In this study, there are two variables, they are one dependent and one independent. The variables are the application of Project-Based Learning using canva as the media, and students' writing announcement text ability. The use of Project-Based Learning using Canva is classified as independent variable (X) because it is assumed that the frequent use of both Project-Based Learning and Canva can enhance students' writing ability. While students' writing announcement text

ability is classified as dependent variable (Y) because it is expected to improve the use of the independent variables in learning announcement text.

3.3 Data Sources

The population was the second-grade students at UPT SMPN 3 Negeri Agung, Way Kanan. In this study, the researcher selected one class as the experimental group. The research sample consisted of 20 students who were provided with the material. The sample was chosen using a simple random sampling method, ensuring that each individual in the population had an equal chance of being selected (Setiyadi, 2018). The focus of the research was to improve students' writing skills in creating announcements through the use of the Project-Based Learning method and Canva.

3.4 Research Instrument

The instrument for this research was a test of writing announcement texts, which served as both the pretest and posttest. The author provided several announcement topics, such as sports matches, festival events, and birthday parties, and instructed the students to create an announcement text on paper after selecting a topic. This test was assessed using a scoring rubric. The researcher administered a writing test to evaluate the students' ability to create announcement texts before and after the treatment, serving as the pretest and posttest. The students were given approximately sixty minutes to complete their work.

3.5 Validity and Reliability of the Instrument

Validity and reliability of the test should be considered to fulfill the criteria of a good instrument. Here are the validity and reliability of the research instrument.

3.5.1 Validity of the instrument

According to Hatch and Farhady (1982:281), there are two primary types of validity: content validity and construct validity. To assess whether the test has strong validity, both types are analyzed.

Content validity refers to the extent to which a test measures the intended content area. In this study, the test has content validity because it was designed based on the course objectives outlined in the syllabus for the second-grade students at SMPN 3 Negeri Agung. The focus of the test was on announcement texts.

The researcher aimed to measure five aspects of writing, as this study focused on writing skills. Therefore, it can be concluded that the test also exhibits construct validity. With both content and construct validity, the instrument used in this research can be considered valid.

3.5.2 Reliability of the Instrument

In this study, the researcher used inter-rater reliability to determine the reliability of the instrument. Two raters discussed the writing criteria to obtain reliable test results. The raters included the researcher and the English teacher of the sample. The researcher employed Spearman's rank-order correlation for the analysis. The following is a formula that will be examined by using statistical measurement.

$$P = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

Note:

P = coefficient of rank order

d = difference of rank correlation

N = number of students

1-6 = constant number

(Hatch and Farhady, 1982)

After calculating the students' announcement writing results, the data were analyzed by the researcher using the formula provided above (see appendices 6 and 7). The reliability results can be seen in the following tables:

Table 3.1 The Result of Reliability

Reliability	Pre Test	Post Test
	0.844	0.860

Based on the reliability standards mentioned above, the writing test demonstrates very high reliability (with a range between 0.80000 and 1.00000). This indicates that there was no subjectivity in scoring students' writing between the researcher and the English teacher.

3.6 Data Collecting Technique

The research data consisted of students' writing skill scores in creating announcement texts, assessed in terms of content, mechanics, vocabulary, grammar, and organization. To collect the data, the researcher employed pre-tests and post-tests.

1. For the pre-test, the researcher administered an assessment to determine the students' initial abilities before instruction or treatment. This pre-test required students to create an announcement text on paper, with the researcher explaining the topic that would be tested beforehand. The researcher collected the students' work after the pre-test to assist in scoring the data.
2. The post-test was conducted following the completion of three treatment sessions. In the post-test, students were asked to create an announcement text using the Canva application, as practiced during the treatments. The purpose

of the post-test was to measure the improvement in students' writing ability for announcement texts after the treatment.

3.7 Research Procedure

The researcher implemented the following research procedures:

1. Determining the Problem

The research was initiated in response to several issues encountered in the writing learning process, including a lack of creativity from teachers in developing writing instruction strategies, students' difficulties in generating ideas for writing, and a general lack of creativity. Teaching writing in English as a Foreign Language (EFL) classes necessitates a creative and adaptive approach to address the challenges faced by both educators and learners.

2. Selecting and Determining the Population and Sample

The population for this research consisted of eighth-grade students at UPT SMPN 3 Negeri Agung, with a sample comprising twenty students from Class VIII C who exhibited varying levels of writing ability.

3. Selecting the Materials

The researcher selected announcement texts as the primary material. The students in the sample were tasked with creating their own announcements based on chosen topics.

4. Administering the Pretest

The pretest was conducted prior to the treatment through a writing announcement text assessment, aiming to evaluate students' writing ability before the application of Project-Based Learning and Canva. The researcher provided directions for the test and offered three topics: festival events, birthdays, and competitions, from which the students could select.

5. Conducting Treatments

The treatment comprised three meetings, each lasting 80 until 120 minutes. In the first meeting, the researcher explained the significance of announcement texts and the role of digital tools which was Canva in modern communication, encouraged students to explore Canva's features, and presented examples of announcement texts created with Canva. The second meeting focused on guiding students to create announcement text with Canva's features, demonstrating a step-by-step process for creating an announcement text, and instructing them to develop a simple announcement. In the final meeting, students were tasked with applying their knowledge to create a comprehensive announcement text project using Canva, showcasing their creativity in various elements of announcement texts. Students were also asked to present their result and revise their announcement text based on the feedback from the researcher and others students.

6. Administering the Posttest

The posttest was administered following all treatment sessions, with the objective of measuring the progress in students' writing skills facilitated by Canva. The posttest was conducted once, after the completion of the three treatment meetings. The students were given 60 minutes by the researcher to complete their post-test, which involved writing an announcement text.

7. Scoring

To evaluate students' writing test scores, the researcher utilized scoring rubrics encompassing The five elements of writing include: content, structure, grammar, word choice, and writing mechanics.

8. Computing the Mean

The researcher tabulated the results and calculated the means for both the pretest and posttest scores. SPSS software was employed to compute the scores and analyze whether there was a significant improvement in students' writing abilities.

9. Reflecting on the Conclusion

The conclusions drawn from this research were based on the results of the statistical analysis conducted using Paired Sample T-Test in SPSS.

3.8 Data Analysis

The researcher calculated the data of students' scores in writing announcement text class as follows.

1. Scoring the pretest and posttest. In assessing students' writing test, the researcher adapted Brown's (2004) scoring rubric by simplifying the scoring range to 20 for excellent, 15 for good, 10 for fair, 5 for poor, and 0 for very poor, so that scoring can be done objectively and consistently. In the original rubric, Brown (2004) used a wider scoring range, namely 20-18 for excellent to good, 17-15 for good to adequate, 14-12 for adequate to fair, 11-6 for unacceptable-not college level work, and 5-1 for college-level work. The original rubric may have been created for a broader learning context, including college students or students with advanced writing skills. By simplifying the scale, the adapted rubric is more appropriate for the writing skills of the students in this study, thus providing a more accurate picture of their improvement or change in ability. By adapting the rubric to five levels with fixed values for each category, scoring can be done more clearly and focused, thus minimizing ambiguity in determining the final score (see appendix 4. scoring system of pretest and posttest).
2. Tabulating the result and calculating the mean of both pretest and posttest. The research used SPSS to compute the scores then analyze whether there is any significant improvement of students' writing ability or not. The following is a formula that will be used to compute the mean of pretest and posttest.

$$\bar{X} = \frac{\sum x}{n}$$

Note:

$\bar{X}$: Average score or mean

$\sum$: Total score of students

N : total number of students

(Arikunto, 1997)

3. Reflecting on the conclusion, it is drawn from the results of the statistical analysis conducted using the Paired Sample Test in SPSS.
4. Normality of the Data: The mean formula was applied to determine if there was an improvement in students' announcement writing. Additionally, the purpose of this research was to assess whether the data followed a normal distribution.

The criteria for normal distribution are as follows:

H₀: The data distribution is normal.

H₁: The data distribution is not normal.

To find out whether the data were distributed normally or not, test of normality was used as follows:

Table 3.2 Normality of the Test

Kode	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai Pretest	.161	20	.620 [*]	.914	20	.075
Posttest	.220	20	.250 [*]	.917	20	.086

From Table 3.3, it can be observed that the normality test values for the pretest (0.075) and posttest (0.086) are both greater than 0.05. This indicates that the data for both the pretest and the posttest follow a normal distribution. Therefore, based on the results of the normality test, it can be concluded that H₀, which states that the data is normally distributed, is accepted. This shows that the data obtained from both the pretest and posttest are not significantly

skewed and meet the assumption of normality required for further statistical analyses

3.9 Hypotheses Testing

There are two hypotheses in this study, as follows:

1. The researcher analyzed the data to determine whether the implementation of Project-Based Learning and Canva in writing classes could enhance students' writing skills in creating announcement texts. The hypotheses are as follows:

H0: The average pretest score is higher or equal to the average posttest score, after the implementation of Project-Based Learning using Canva to improve students' writing skills in announcement texts (If Sig. > 0.05 , then H0 is accepted).

H1: The average posttest score is higher than the average pretest score after the implementation of Project-Based Learning using Canva to improve students' writing skills in announcement texts (If Sig. ≤ 0.05 , then H1 is accepted).

2. The use of Project-Based Learning and Canva can contribute to improving organizational aspects, which are analyzed descriptively based on students' writing results

The chapter has discussed the method of research. They are research design, variables, data sources, research instruments, validity and reliability of the instrument, data collecting technique, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This chapter consists of research conclusions and suggestions as a reference for future English teachers who want to use Project-Based Learning and Canva to improve students' writing announcement ability.

5.1 Conclusion

The application of Project-Based Learning combined with Canva proved effective in enhancing students' writing abilities in announcement texts. This effectiveness is evident from the improvement in students' scores from the pretest to the posttest, with the mean score increasing from 53.75 to 74.75. This approach not only boosted students' overall writing ability but also led to advancements across five key areas: content, organization, vocabulary, grammar, and mechanics, as observed in the analysis of their pretest and posttest work.

The most significant improvement was observed in the organization aspect. The use of Canva within the Project-Based Learning framework helped students systematically arrange their ideas, addressing their initial challenges with organizing content. This structure provided students with clarity in how to present information and develop a well-organized announcement.

The use of Project Based Learning and Canva can improve students' ability to write announcement texts because this method encourages students to be actively involved in the learning process through planning, compiling, and revising texts independently or collaboratively. Project Based Learning provides space for students to think critically and creatively in conveying information, while Canva helps visualize the structure of the text by providing organized templates. This combination not only makes it easier for students to understand the layout and

important elements in the announcement text but also increases their motivation to produce more interesting and quality writing.

5.2 Suggestions

Here are some suggestions for the teacher and future researcher.

1. For Educators

- a. Teachers are encouraged to incorporate digital tools like Canva into their writing lessons to stimulate creativity, foster digital literacy, and support students in mastering the conventions of different types of texts, such as procedure text, descriptive text, invitations, or newsletters. Additionally, the structure of Project-Based Learning allows students to work collaboratively on meaningful projects, which fosters critical thinking and problem-solving skills.
- b. To maximize the benefits of this strategy, teachers can consider guiding students through an iterative design and writing process, incorporating stages of peer feedback, and encouraging reflection.

2. For Future Research

- a. While this study focused on using Project-Based Learning and Canva to enhance student skills in writing announcement texts, future research could expand this approach to explore other writing genres, such as narrative texts, expository essays, or persuasive writing.
- b. By broadening the scope of Project-Based Learning and Canva integration, researchers may identify additional strategies for incorporating technology such as Snappa, Aesil, and Photopea, into writing instruction effectively, contributing to a more comprehensive understanding of digital tools in education.
- c. Future studies could investigate the use of Canva in other teaching methods beyond Project-Based Learning. For example, researchers might

explore its integration into Cooperative Learning, Flipped Classroom, or Inquiry-Based Learning to examine how Canva's visual and collaborative features support various pedagogical approaches. By broadening the scope of Canva's application, educators can gain deeper insights into its versatility and potential to enhance student engagement and learning outcomes across diverse instructional methods.

- d. Future research is encouraged to explore how Canva and similar digital platforms can support the development of other essential language skills, such as listening, speaking, and reading. For instance, Canva could be utilized to create interactive listening materials, visual storytelling for speaking activities, or infographic-based reading exercises. Investigating the integration of Canva into multi-skill language instruction may offer valuable insights into its effectiveness in fostering comprehensive English language proficiency among students.

In this chapter, the researcher has presented the conclusion of the research and the suggestion for the educators and future researcher.

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