INCRASING STUDENTS' ABILITY IN WRITING ADVERTISING TEXT BY USING CANVA APPLICATION LEARNING MEDIA AT THE NINTH GRADE OF UPTD SMP NEGERI 2 GUNUNGSITOLI ALO'OA IN 2024/2025

By Nopianus Gea

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RESEARCH PROPOSAL

Presented in

Research Proposal Seminar Forum

By

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UNIVERSITY OF NIAS

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION STUDY PROGRAM

IN 2024/2025

ACKNOWLEDGEMENTS

Praise and gratitude to God Almighty who always gives His love and blessings to the researcher, so that the researcher is able to complete this research proposal entitled "Increasing Student's Ability in Writing Advertising Text by Using Canva Application Learning Media at the Ninth Grade of UPTD SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025".

The researcher realizes that this proposal cannot be completed alone in appropriate time without parties who always direct, accompany, support, motivate, and help the researcher. Therefore, the researcher would like to express appreciation and gratitude to:

1. **Mr**. **Dr. Yaredi Waruwu, S.S., M.S.** as Dean in Faculty of Teacher Training and Education, University of Nias who has issued the researcher's supervisor decree.

2. **Mr. Afore Tahir Harefa, S.Pd., M.Hum** as the Chair Task Executor of English Education Study Program for planning and coordinating the proposal seminar examination.

3. **Mr. Riswan Zega, S.Pd., M.Hum** as the Secretary Task Executor of English Education Study Program who always provides information related to administrative arrangements in carrying out the proposal seminar.

4. **Mr. Adieli Laoli, S.Pd M.Pd** as the advisor who always provides a lot of direction and input, advice, correction, support, and guidance from the beginning to complete this proposal.

5. **All lecturers of the English education study program** at the University of Nias who provided invaluable knowledge to the researcher.

6. **Mr. Baziduhu Lase, S.Pd.** as the Headmaster of SMP Negeri 2 Gunungsitoli Alo'oa, for allowing the researcher to conduct the secondary study in the school.

7. **Ms. Irene Arselina Zendrato, S.Pd** who always support his as the informant and practitioner who always be a motivator in conducting this research.

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8. Sincerely thank for the researcher's parents and family who always pray, give advice, and the immortal from beginning until finishing this research proposal.

9. His friends who always support and motivate his during arranging this research proposal at the University of Nias.

Finally, the researcher realizes that this research proposal still has some weakness and still far for being perfect. Thus, she would be grateful to accept any constructive suggestions and corrections from anyone for better this research proposal.

Gunungsitoli, October, 13th 2024
The Researcher,

Nopianus Gea
Reg. Number: 202108055

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CHAPTER I
INTRODUCTION

1.1 Background of the Problem

Writing is a vital skill in the learning process, serving as a creative and interactive means for students to express their thoughts and ideas. With advancements in information and media technology, effective learning media can significantly enhance students' writing skills, making classroom learning more engaging and stimulating. Utilizing various types of writing—such as descriptive and analytical forms—students can explore and articulate their ideas more vividly. Learning media acts as a crucial educational tool, facilitating an active and productive learning environment that encourages creativity and knowledge acquisition. According to Nahar (2021), writing skills encompass the ability to articulate thoughts clearly, while Pitamber Gautam (2019) emphasizes that writing is a product of ingenuity developed through knowledge, creativity, and intellectual integrity. This theoretical framework suggests that well-designed learning media can help students improve their writing abilities, particularly in creating compelling advertising texts that reflect their unique perspectives and ideas. By integrating innovative learning media into the classroom, educators can foster a more dynamic and enthusiastic approach to writing, ultimately enhancing students' capabilities and confidence in their writing skills.

Based on the K13 syllabus at SMP Negeri 2 Gunungsitoli Alo'oa for ninth grade, students are expected to enhance the layout and decoration of advertisements to make them more visually appealing. However, there is a notable gap between these expectations and the current reality, as many students struggle to create attractive advertising layouts and designs. This issue often stems from their inadequate use of learning media applications. To address this challenge, the researcher plans to implement Classroom Action Research (CAR) methodology. In this context, the independent variable (X) will be the use of the canva application, while the dependent variable (Y) will be the students' ability to create visually appealing advertisements. Canva is a

versatile design platform that offers a variety of tools for creating videos, written content, and presentation designs. According to Theobald (2020), canva provides users with features for writing, editing, and designing, which can significantly enhance productivity and creativity in completing tasks, particularly in crafting advertising text. By utilizing canva, students can better engage with the design process, allowing them to develop their skills in creating attractive advertising layouts. This approach aims not only to bridge the gap between expectations and reality but also to foster a more enjoyable and effective learning experience for students. Through careful implementation of this research, the goal is to improve students' design skills and ultimately enhance their writing abilities in advertising contexts.

Based on the explanation above, the researcher will increasing student's writing advertising text by using canva application learning media with the little **"Increasing Student's Ability in Writing Advertising Text by Using Canva Application Learning Media at the Ninth Grade of UPTD SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025".**

1.2 Identification of the Problem

There Are Several Problems that researcher has found in the classroom, namely:

1.2.1 Students are less active in learning media application

1.2.2 Students are less effective to writing advertising texts

1.2.3 Students are still not master to writing advertising texts

1.3 Limitation of the Problem

Based on the identification of the problems above, the researcher will limit the problem by "Increasing Student's Ability in Writing Advertising Text by Using Canva Application Learning Media at the Ninth Grade of UPTD SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025".

1.4 Formulation of the Problem

Researcher will formulate the problem with a focus on conducting "How does Canva Application Learning Media Increase the Student's Ability in Writing Advertising Text at the Ninth Grade of UPTD SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025"?.

1.5 Objectives of the Research

The objectives of this research are:

a. To increase the students' ability in writing advertising texts by using canva application is to use canva application learning media at the UPTD SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025.

b. To find out how can canva application learning media be used to increase the students' ability to make advertising texts at the UPTD SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025?

c. To find out how effective canva application learning media to increase the students' ability to make advertising texts at the UPTD SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025?

1.6 Significance of the research

The meaning in this research will be divided into two parts, namely:

a. Theoretical meaning

Researchers, teachers and students can gain knowledge about how to use canva application learning media in the classroom.

b. The meaning of practice

- For researcher, it is an experience to be able to use canva application as learning media.

- For students, they can use canva application learning media to be confident in writing advertising texts

- For English teachers, they can use this canva application learning media to help students be able to writing advertising texts

CHAPTER II
LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Writing Skill

A. Definition of Writing Skill

Writing is often considered one of the more challenging skills to master, as it requires careful attention to various elements, including word choice, coherence, correlation, and grammar. According to Annisa Raudatus Sa'adah (2020), these components are essential for students to effectively communicate their thoughts and enhance their overall English proficiency. When students improve their writing abilities, they pave the way for greater success in learning the language. Moreover, writing is a complex cognitive activity that demands a strong foundation in the other three key language skills: reading, listening, and speaking. According to Rao and Durga (2018), the interplay between these skills is crucial; developing proficiency in writing not only reinforces language learning but also supports students in expressing their feelings, opinions, and ideas effectively.

From several opinions of experts, writing is an essential component of English language education. As students work to enhance their writing skills, they will find that these efforts significantly contribute to their cognitive development and overall success in mastering the English language. By fostering writing skills, educators can help students articulate their thoughts more clearly and confidently in written form.

B. Process of Writing

Good academic writing involves a structured process that typically includes four essential steps: planning, drafting, editing, and producing an effective final draft. According to Jack Caulfield (2020), each of these stages plays a critical role in creating a well-organized and coherent text, as follow: Planning, this initial stage involves brainstorming ideas, conducting

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research, and outlining the main points. It helps writers clarify their purpose and identify the structure of their work. Drafting, during this phase, writers translate their ideas into a written format. The focus is on getting thoughts down on paper without worrying too much about perfection. Editing, after the draft is complete, writers review and revise their work. This step includes checking for clarity, coherence, grammar, and adherence to any specific guidelines or formatting requirements. Final Draft, the last stage involves producing a polished version of the text, incorporating all revisions and ensuring that it meets academic standards.

Based on the statement above, the researcher concludes that to enhance the quality of their academic writing and effectively communicate their ideas.

C. Purpose of Writing

In writing, the primary goal is to convey a message effectively to the reader. Regardless of the type of writing, it is essential for the writer to have a specific and clear purpose. This clarity can be achieved through careful selection of words, sentences, and overall structure to communicate the intended meaning. The purpose of a piece of writing significantly influences its form and approach. According to Simarmata (2019), writing serves various purposes, including informing readers, entertaining them, and shifting their perspectives through essays. Anise (2020) further categorizes these purposes into three main types: to entertain, to inform, and to persuade.

Based on the statement above, the researcher concludes that to achieve their objectives, ensuring that their messages resonate effectively with their audience. Whether aiming to entertain, inform, or persuade, the writer's purpose shapes the entire writing process, guiding the choice of language and structure used in the text.

1.1.2 Advertising Texts

A. Definition of Advertising Text

An advertisement can be defined as a text, image, audio, or video that promotes a product. In Indonesian, advertising encompasses similar elements texts, images, audio, or video aimed at promoting goods or services (Shabrina Alfari, 2024). Additionally, According to Rahman in Ardianto (2020), advertising involves a specific communication process that utilizes mass media to broadcast these messages, often involving financial compensation for the media services used.

Based on the definitions above, the researcher concludes that advertising texts are diverse media formats that promote products to the public, leveraging various channels for effective outreach. This multifaceted nature of advertising underscores its role in influencing consumer behavior and communicating value.

B. The Purpose of Advertising Text

Advertising texts serve multiple purposes, primarily aimed at helping companies achieve their objectives and increase revenue. Here are some key purposes of advertising: Persuasion, advertisements are designed to persuade readers to purchase or use the products or services being offered. This often involves highlighting the benefits and unique features that make the product appealing. Information Dissemination, advertisements provide essential information about the advertised products or services, helping the public understand what is available and how it meets their needs. Quality Assurance, advertisements aim to convince readers that the product or service being sold is reliable and of high quality. This can involve testimonials, endorsements, or evidence of the product's effectiveness.

Based on statement above, effective advertising texts combine these purposes to engage consumers, inform them about offerings, and ultimately drive sales.

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C. Kinds of Advertisement

According to (Shabrina Alfari, 2024), the kinds of advertisement as follows: Text and Picture, this type of advertisement in newspapers, brochures or billboards. You can also see lots of advertisements in the form of writing and images on social media. Audio, this type of advertising in the form of sound is usually commonly used on radio or in podcasts. Video, last but not least, advertisements can also be videos that you usually see on television or on YouTube.

Based on statement above, the researcher can conclude kinds of advertisements are texts and pictures, audios, and videos.

D. Generic Structure of Advertising Text

There are 4th aspects that are usually contained in an advertisement. The following is the explanation: Name of the product, the name of the product usually has the largest writing size, so that readers can immediately recognize what the product being advertised is. As in the advertisement above, it is clear that the product is an RG Bag. Description of the product, this section contains more detailed information about the goods and services offered. Readers also know why they should buy the advertised product. For example, in the advertisement above it is explained that " RG Bag is the most comfortable and stylish bag you can use " or the most fashionable or cool bag that you can use. Apart from that, there is also information that RG Bag is offering discounts of up to 50% on selected items. Contact details, the contact information includes ways for potential customers to reach out or make a purchase. This can include phone numbers, email addresses, social media accounts, or physical store locations. Catchy language, adverts often use attention-grabbing adjectives and language to make the product appealing. In this case, words like "comfortable" and "stylish" make the product stand out and attract more interest.

Based on statement above, the researcher can conclude generic structure of advertising texts were name of the product, description of the product, contact details, and catchy language.

E. The Assessment of Writing Advertising Text

According to Nurahmad and Sumartana, as cited in Nurgiantoro (1988:56), four key aspects are commonly used as assessment criteria for advertisements. These aspects are: Communicative, the advertisement should clearly convey the message to the target audience. It needs to effectively communicate the product's purpose, benefits, and call to action in a way that is easily understood. Efficiency, this refers to how well the advertisement delivers its message without unnecessary complexity or waste of time. An efficient ad gets the point across quickly and effectively, often using minimal words or resources. Verbal Attractiveness, the choice of words and language should be engaging and appealing. Advertisements with catchy slogans, memorable phrases, or persuasive language hold the viewer's attention and enhance the message's impact. Visual Appeal, the visual components of the advertisement colors, images, layout, and overall design should be aesthetically pleasing and attention-grabbing. Visual appeal is crucial for making the ad stand out and keeping the audience interested.

No.	Assessment Aspect	Score				
		5 (Very good)	**4** (Good)	**3** (Enough)	**2** (Less)	**1** (Failed)
1.	Communicative					
2.	Efficiency					
3.	Verbal attractiveness					
4.	Visual appeal					

While 5 score is the highest value of performance for assessment as very good criteria, 4 score show is good criteria, 3 score show is enough criteria, 2 score show is less criteria, and 1 score show is good criteria,

F. Example of Advertisement

1.1.3 Canva Application Learning Media

A. Definition of Canva Application Learning Media

The information you've provided highlights the use of canva as an essential tool for educators. According to Triningsih (2021), Canva is an online platform that offers a wide range of graphic design tools such as presentations, posters, flyers, banners, and photo editing. It simplifies the process for teachers to create engaging educational resources, making it easier to design learning materials that are both visually appealing and effective. Triningsih also emphasized how Canva enhances the learning experience for both teachers and students through technology, skills, and creativity. By utilizing Canva, teachers can boost student engagement, increase interest in learning activities, and motivate students by presenting lessons in a more dynamic and interactive way.

Additionally, Rainbow (2021) pointed out that Canva is a powerful creativity and collaboration tool for the classroom. The platform helps develop creative skills while making visual learning more enjoyable and accessible. Canva educational features make it an all-in-one platform for designing thematic learning materials, especially in secondary schools.

From article above can be concluded that Canva expects students to feel comfortable while learning, because Canva has many things to customize student characters starting from colors and attractive animations from colors and interesting animations.

B. Purpose of Canva Learning Media

The purpose of using canva application as a learning media, as noted by Satrianawati in Hidayati (2020), is to make it easier for students to understand learning materials and for teachers to effectively convey those materials. Canva simplifies the process of interpreting and presenting complex topics, making learning more engaging and accessible for students.

In general, the goal of using educational media like Canva is to assist teachers in delivering important information or lessons in a way that is easy for students to understand, while also encouraging creative thinking. According to Suryani (2018), educational media serves as a learning aid that enhances classroom learning by: facilitating the learning process, making lessons more interactive and comprehensible. Increasing efficiency, helping teachers cover more material in less time with better results. Maintaining relevance, ensuring the content aligns with learning objectives and modern educational needs. Improving concentration, using visual and interactive tools to keep students focused during the learning process.

From explanation above, the researcher conclude that canva application learning media can facilitate and help the learning process to students to develop their writing more be easier.

C. Functions of Canva Learning Media

Functions of canva learning media is the use of such resources is very effective both offline and online in (Analicia, 2021). Paid canvas provides users with a more comprehensive selection of templates and more complete tools. According to the learning.id account article with Canva can increase the creativity of teachers and students in the teaching and learning process

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through classroom collaboration. Canva learning environment activities can stimulate learning this opinion. Sanaky (2013) says in (Suryani, 2018) as follows:

> "Presents objects in real time, can make imitations of objects from real objects, make abstract concepts more concrete, equalize opinions, make it easier to understand, and make it easier to understand more concrete, equalize opinions, overcoming the obstacles of limited time, place, number and distance time, place, number and distance, can re-present information consistently, and consistent, and creating an interesting learning atmosphere so that it wills achievement of learning objectives".

Whereas in Suryani, (2018, p, 14) learning media has other functions for teachers and students, namely as follows:

> "Helps attract attention and motivate students to learn. Have direction guidelines and a structured learning sequence, can help accuracy and accuracy in the delivery of material and presentation of learning material, can help present concrete material, especially abstract learning material, cake it easier for students to be able to understand the subject matter that is structured through learning media, create a learning atmosphere that is fun and not boring, so that students are more focused in participating in learning, provide awareness for students with the existence of learning media that is presented in a variety of ways, so that a good and optimal learning process occurs and optimal".

So from some of these opinions, researcher can conclude that the use of canva as a learning media, particularly by incorporating real-life objects and examples, is highly beneficial for the learning process.

D. Advantages of Canva Application Learning Media

According to Sholeh (2020), the **Canva application** offers several advantages, especially in content creation and design, making it a valuable tool for both individuals and organizations. Here are the key advantages: Direct Content Creation and Supervision, canva allows users to practice and create content directly, which can be used for promotional purposes. The designs created using Canva have an attractive bargaining power, making them more effective for marketing or communication. Ease of Use,

canva simplifies the design process for users, even those without prior design experience. It allows users to create various design formats such as posters, infographics, testimonials, presentations, and more by offering ready-to-use templates. Users can easily customize these templates by adjusting text, colors, sizes, and images to fit their needs. Wide Range of Templates and Themes, canva provides a variety of attractive templates and border themes, making it easy for users to create visually appealing designs without starting from scratch. This helps save time and effort while still producing professional-looking designs. Accessibility, canva is highly accessible, as it is available on multiple platforms, including Android, iPhone, and desktops. Users can download the app on mobile devices or access it online without downloading on a laptop, offering flexibility for users to create designs anytime, anywhere. Diverse Design Options, Tanjung, as cited in Pelangi Magazine (2020), mentioned that Canva offers a wide array of design materials, such as presentations, resumes, brochures, charts, infographics, banners, bookmarks, and even books. This versatility makes it suitable for a range of professional and educational uses.

So from some of these opinions it can be concluded that this research is about the use of the canva application as a learning tool to increase the creative thinking skills of junior high school students.

E. Procedure of Writing Advertising Texts by Using Canva Application

According to (Arnetta, 2022) steps to make advertising by using canva application are open play store, open the canva app, search advertising menu, upload photo, edit and download. There are 3 steps to make advertising by using canva application are make an account, design and result (Linda wijayanti. dkk, 2022) Canva provides designs and templates for users who will take advantage of Canva. There are paid and free designs and templates. How to use Canva according Resmini, Satriani, & Rafi (2021) they are:

1. Sign-up to canva by logging in at https://www.canva.com. There are several ways to sign-up at Canva using Facebook,

Gmail or registration by filling in personal data to create a Canva account.
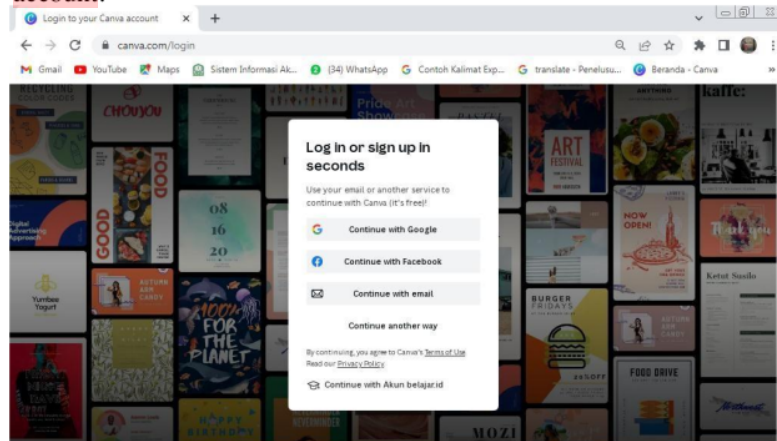
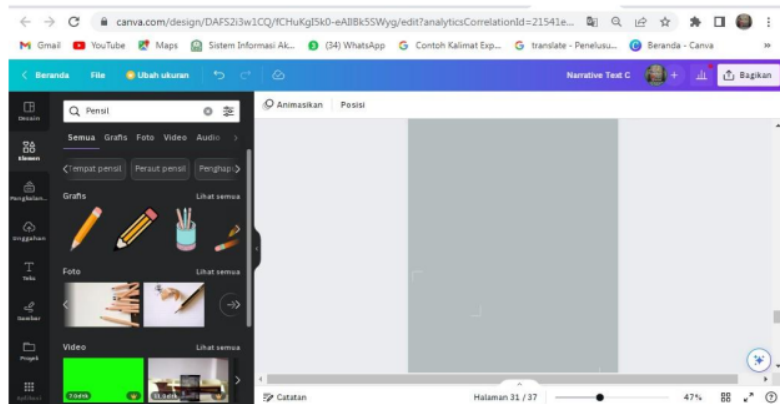2. Select advertisements options. Canva provides various options such as advertisements, Presentation, Video, Instagram post, write board, etc.
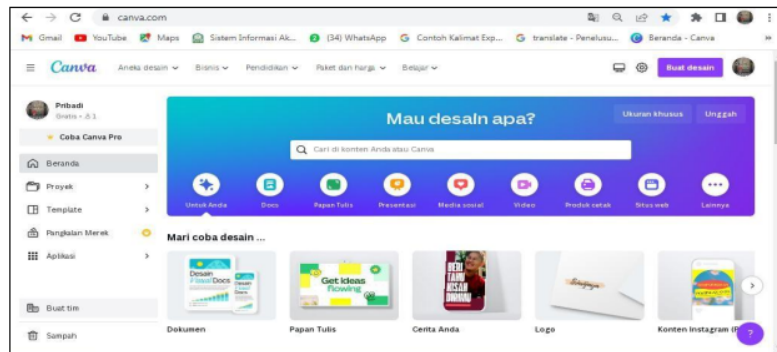
3. Select a blank sheet (Template). Here there is a blank worksheet which is the design area. This sheet allows the user to design the template however he wants.

4. Use Canva features. Canva has many features that make it easy for users to design, in this case, create

[1]
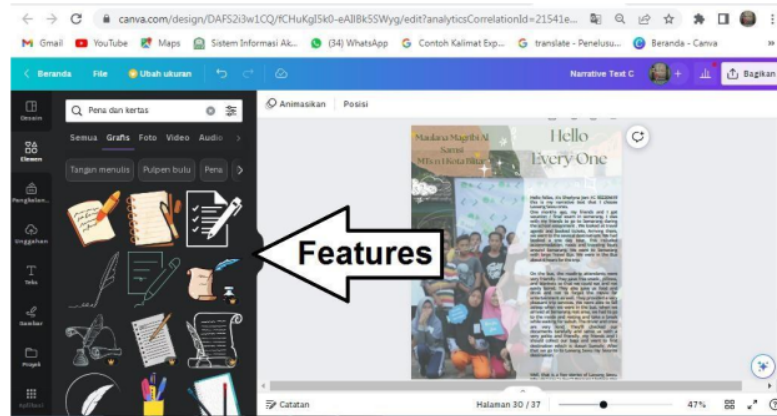
5. Save the results. Canva also has an auto save function, so users don't have to worry when they forget to save the design they've worked on. Apart from that there are also share, download and view functions

[1]
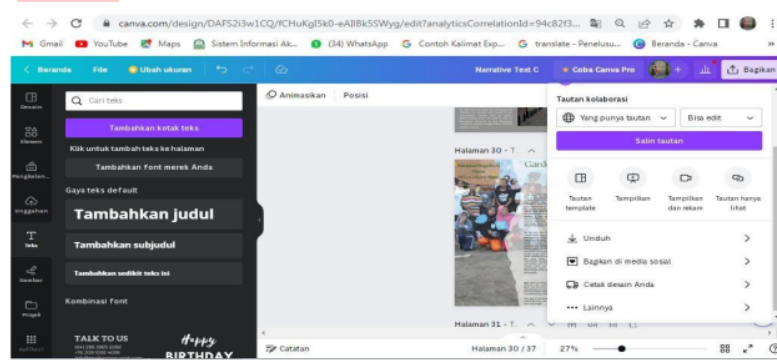
Based on the explanation above, canva used in this study is a web-based media that can be accessed without the need to be installed using a laptop or smartphone. Media Canva was chosen because it provides an attractive appearance that makes it easier to implement and students can understand the subject well.

2.2 Conceptual Framework

The researcher at UPTD SMP Negeri 2 Gunungsitoli Alo'oa is focusing on exploring the use of canva as a learning media to evaluate its impact on students' creativity and efficiency in writing advertising texts. By integrating canva into the classroom, the goal is to observe how it helps students not only engage more creatively with the task but also save time in the process. This study will analyze the effectiveness of canva in improving students' interest in writing and how it enhances their learning experience through its user-friendly tools and templates.

Based on the statement above, the researcher will conduct Classroom Action Research (CAR) at school so that the researcher can describe students' abilities in writing advertising texts using canva application learning media

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                    ┌─────────────────────┐
                    │   THE RESEARCHER    │
                    └─────────────────────┘
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                    ┌─────────────────────┐
                    │   LANGUAGE SKILLS   │
                    └─────────────────────┘
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| LISTENING | SPEAKING | READING | WRITING |

| ADVERTISING TEXTS | → | WRITING SKILL |

STUDENTS

CANVA APPLICATION

Results of the use of Canva Application for students
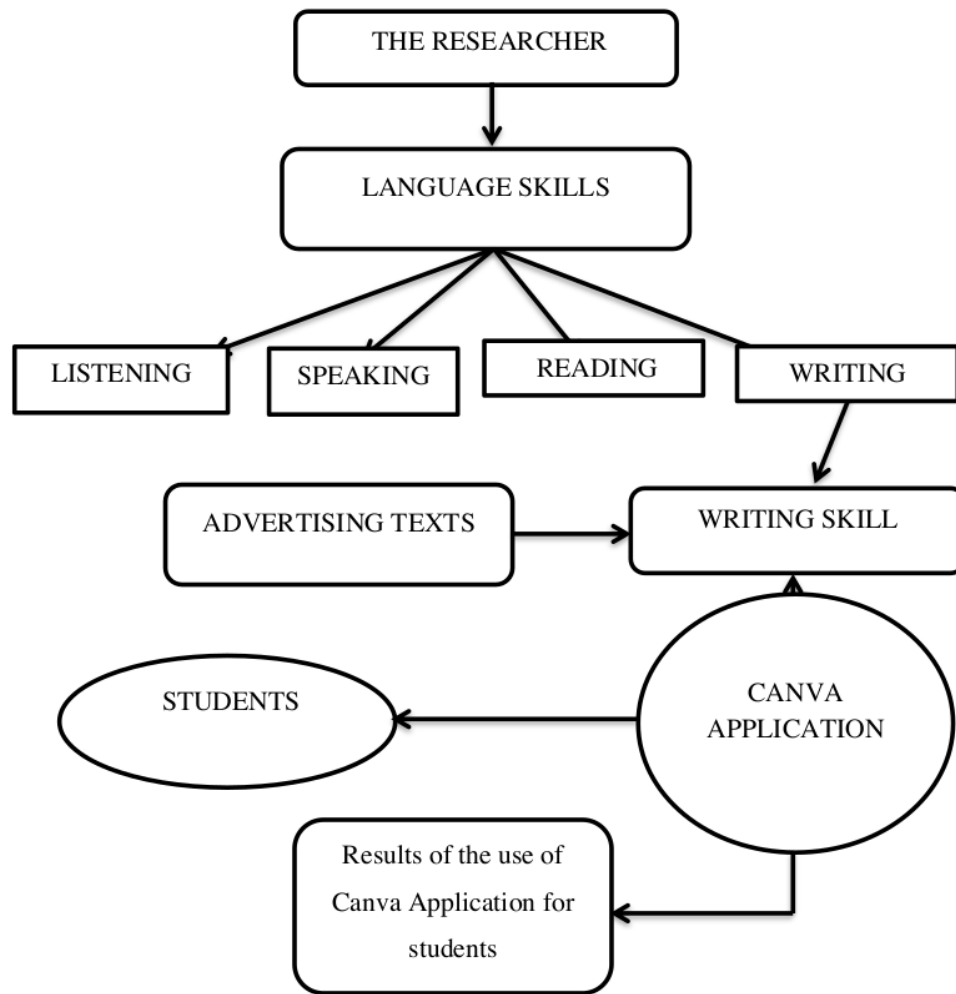
Figure 2.3 Conceptual Framework

2.3 Hypothesis

The researcher formulates the hypotheses in this research as follows:

Ha: There is significant in increasing writing advertising texts by using Canva application learning media at the ninth grade students in UPTD SMP Negeri 2 Gunungsitoli Alo'oa

Ho: There is not significant in increasing writing advertising texts by using Canva application learning media at the ninth grade students in UPTD SMP Negeri 2 Gunungsitoli Alo'oa

CHAPTER III
RESEARCH METHODS

3.1 Type of the Research

The study will utilize Classroom Action Research (CAR) to address students' speaking difficulties and enhance their reading comprehension. Classroom action research is a systematic approach used to improve students' educational skills through their own actions and self-reflection, as described by Ebbutt in (Mahsar, 2020). This means that CAR involves practical activities carried out by both teachers and students in the classroom to enhance students' learning in a group setting, such as improving speaking skills or other educational aspects.

The practice of classroom action research involves reflective research through the implementation of specific actions aimed at improving and enhancing learning abilities in the classroom. This type of research plays a significant role in scientific research due to the quality of the research results it produces. Classroom action research is focused on improving learning practices within the classroom environment. According to Rosalinah & Khilda (2019), Classroom Action Research (CAR) is conducted to gather information and address issues.

Based on the opinion above, the researcher can conclude that classroom action research aims to increase students' abilities based on problems discovered in the learning process so the researcher will carry out Classroom Action Research (CAR) in this research problem. The researcher will try to increase students' ability to write advertising texts in the ninth grade of UPTD SMP Negeri 2 Gunungsitoli Alo'oa in 2024/2025. Therefore, the researcher needs a ninth-grade English teacher at UPTD SMP Negeri 2 Gunungsitoli Alo'oa as a collaborating teacher to observe students and the researcher' activities during the teaching and learning process as a requirement for conducting classroom action research (CAR). The object of this research is students' ability to write advertising texts using the Canva application learning media.

3.2 Procedure of the Research

In conducting this study, the researcher will employ Classroom Action Research (CAR), which may involve one or multiple cycles depending on the outcomes of implementing technology-based learning media in the initial cycle. If the first cycle yields unsuccessful results, subsequent cycles will be carried out until the research meets the Minimum Competence Criterion (MCC). However, if the first cycle is successful, the researcher will conclude the research and prepare a report indicating that technology-based learning media can enhance students' reading comprehension skills.

Moreover, Kustantini in Arikunto 2003: 83 lists the following steps that need to be taken in order to do classroom action research:

1. Planning, It is an action research procedure in the classroom that is set up according to the preliminary study. The study will provide the researcher with an overview of the issue he is facing in the field. Thus, the researcher will plan the course of action that will be taken to address the issue at this stage.

2. Action, it is the application of the method that has been designed to solve the problem.

3. Observation, it is an activity of collection data and information that can be used as the input in doing reflection toward what have been done in action. In this case, the teacher-collaborator will observe the students" and the researcher activities during doing the action in the teaching-learning process.

4. Reflection, it is an activity of analyzing, interpreting, and explaining all of the information gotten from the observation that has been done in the action. In reflection, the researcher will take the conclusion whether the problem has been overcome or not, and whether the researcher should be continued to be next cycle or not.

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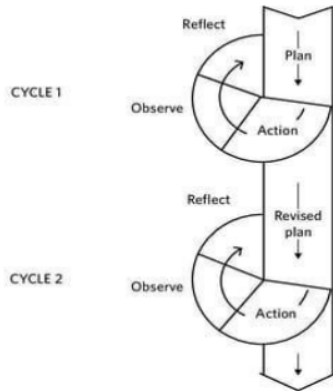The cyclical of classroom action research is presented as follow:

Table 3.1

Cyclical Classroom Action Research by Kemmis and McTaggart

For more clearly, the researcher makes a figure about the cycle that will bedone by the researcher in doing his researcher

Based on the figure above, it shows us that in a cycle consists of planning, implementation, observation, and reflection. To make it clear, theresearcher gives the explanation about their activities that will be done in each meeting, as follows:

"Cycle I"

1. The First Meeting

    a. Planning

        In planning, the researcher will conduct some activities such as:

        1) The researcher will prepares the lesson plan

        2) The researcher will prepares the media used in the learning process

        3) The researcher will prepare the material of canva application.

        4) The researcher will prepare the students' attendance list.

        5) The researcher will prepares observation sheet.

        6) The researcher will prepares field notes.

    b. Action

        1) Pre Teaching-learning Activities

a. The researcher enters the class and greets all the students.

b. The researcher chooses one of the student lead the prayer.

c. The researcher checks the attendant list of the students

d. The researcher makes students motivate in the learning process.

e. The researcher introduces the topic/material. (Canva application).

f. The researcher explains the purpose of the learning material

2) While Teaching-learning Activities

a. The researcher tells forms discussion groups with each group consisting of 4 students

b. The researcher explain definition of canva application

c. The researcher explain purpose and function of canva application

d. The researcher explain advantages of canva application

e. The researcher explain procedure for making advertisements by using canva application

- Sign-up canva account

- Select advertisements options

- Select a blank template

- Use canva features to design

- Save the result/ download

f. The researcher gives chance to students given questions for the material and the researcher answer the question

g. The researcher gives students opportunity to choose one of the themes to be made in canva (business, food, education, etc.)

h. The researcher provide guidance to make advertisements each group and provide opportunity for each group to create an advertisement design using the canva application

i. The researcher provide some inquiry to be answered and analyzed by students and students answer the question given by researcher

j. The researcher asks each group present the result of making advertisements using canva app and researcher provides suggestions and feedback from group presentation

3) Post Teaching-learning Activities

a. The researcher ask one of the students to conclude the material has been explained by researcher

b. The researcher inform the next material meeting

c. The researcher concludes the material.

d. The researcher closing the teaching learning process and one of student lead the prayer.

c. **Observing**

1) The teacher-collaborator will observe the students" activity, action, respond, attitude and weakness during the teaching-learningprocess.

2) The teacher-collaborator will observe the researcher's activity.

d. **Reflecting**

1) Teacher and researcher will discuss learning outcomes, regarding increasing student scores on students' reading comprehension abilities.

2) The teacher and researcher evaluate the learners" weaknesses in reading comprehension then, will be increased in the next meeting.

"Cycle II"

This cycle is run if the cycle I is unsuccessful, than the cycle is conduct by considering the reflect result of cycle I by following the procedure CAR.

3.3 Setting and Schedule of the Research

This research conducted in UPTD SMP Negeri 2 Gunungsitoli Alo'oa, located in Lololawa Village, Gunungsitoli Alo'oa district. This will be conducted in July-August 2024 with collaboration an English teacher who teaches at the ninth grade at school.

3.4 Subject of the Research

The research subject is ninth grade students at UPTD SMP Negeri 2 Alo'oa. The students consisted of 20 persons (14 men and 06 women). Therefore, researcher will increase students' writing advertising texts by using canva application learning media. Based on the information above, the researcher compiled in table 3.1:

TABEL 3.1

Class	Gender		Total
	Men	Women	
IX	14	06	20

3.5 Variables of the Research

Variables are characteristics of a subject or person that differ from one subject or person to another or from one object to another. When a variable varies, it signifies that its scores, sizes, and values vary. Variables can also refer to a characteristic of a specific scientific discipline or endeavor. The object's characteristics include height, weight, attitude, principle leadership, and teacher discipline (Ulfa, 2021). The variables in this study used 2 variables, namely the dependent variable is a variable that influenced by other variables in an experiment, while the independent variable or independent variable is a variable that affect the dependent variable (bound) in an experiment (Hardani et al., 2020) and independent variables, the variable that influencing variable. An independent variable can also be defined as a condition or value that if it appears, it would bring about (change) other conditions or values (Ulfa, 2021).

In the research conducted by the researcher, the dependent variable in this study is writing advertising texts and the independent variable is canva application learning media.

3.6 Instruments of the Research

Researchers use some instrument to support data collection during the learning process. These instruments as follows:

3.5.1 The Observation Sheets

In this research, the researcher uses observation sheet in two forms: for the teacher and also for the students. That will be observed by teacher-collaborator that contains the activities of the students and the researcher during teaching and learning process.

OBSERVATION SHEET OF THE RESEARCHER'S ACTIVITIES
TEACHING-LEARNING
PROCESS IN CLASSROOM ACTION RESEARCH

The Researcher: Nopianus Gea
Day/Date: August, 1st 2024
Cycle/Meeting: I/I

No.	Aspect Observe	Meeting II	
		Done	Undone
1.	The researcher enters the class and greets all the students.		
2.	The researcher chooses one of the student lead the prayer.		
3.	The researcher checks the attendant list of the students.		
4.	The researcher makes students motivate in the learning process.		
5.	The researcher introduces the topic/material. (Canva application).		
6.	The researcher explains the purpose of the learning material		
7.	The researcher tells forms discussion groups with each group		

	consisting of 4 students		
8.	The researcher explain definition, purpose, function and advantages of canva application		
10.	The researcher explain procedure for making advertisements by using canva application - Sign-up canva account - Select advertisements options - Select a blank template - Use canva features to design - Save the result/ download		
11.	The researcher gives chance to students given questions for the material and The researcher answer the question		
12.	The researcher gives students opportunity to choose one of the themes to be made in canva (business, food, education, etc.)		
13.	The researcher provide guidance to make advertisements each group and provide opportunity for each group to create an advertisements design using the canva application		
14.	The researcher provide some inquiry to be answered and analyzed by students and students answer the question given by researcher		
15.	The researcher asks each group present the result of making advertisements using canva app and researcher provides suggestions and feedback from group presentation		

No.		Done	Undone
16.	The researcher asks one of the students to conclude the material has been explained by researcher and inform the next material		
17.	The researcher closing the		
Total			

While, for the activities of the students in the teaching-learning process, the researcher used observation sheet as follow:

OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES
TEACHING-LEARNING
PROCESS IN CLASSROOM ACTION RESEARCH

Name of School   : UPTD SMP Negeri 2 Gunungsitoli Alo'oa
Subject   : English
Grade/Semester   : IX/I
Cycle/Meeting   : I/I

No	The Activities Observed	Meeting 1	
		Done	Undone
1	The students responds the researcher greetings		
2	The students responds the researcher questions about their conditions		
3	The students guide in pray		
4	Students responds when researcher check the attendance list of the students		
5	The students pay attention to the researcher motivation		
6	The students pay attention to the researcher explanations		
7	The students shares their knowledge about the material		
8	The students reads and comprehend the material that give by the researcher		

9	Students join their group mates and form groups		
10	Students actively answer researchers' questions		
11	The students asks a questions about unclear material		
12	The students guide in pray		
	Total		

3.5.2 Field Notes

Field notes are blank sheets that will be used by teacher collaborators to record weaknesses, strengths and incensements during learning process activities

FIELD NOTES OF THE STUDENTS' ACTIVITIES IN TEACHING-LEARNING PROCESS

Meeting	Date	Criterion	
		Weaknesses	Strength
I			
II			

3.5.3 Test

In this research, researcher will use a written test to find out the results of their writing advertising texts by using canva application, students create or write advertisements based theme provided. The following written test as follows:

Researcher : Create the advertising text, Please…………!

After the students created advertising, the researcher analyzed the students' ability that already students created by the picture to the indicators of students' writing skill in previous chapter.

3.7 Data Collecting Techniques

In this classroom action research, the researcher collects the data by using observation sheet, field notes, and test.

3.8 Research Indicators

This research indicator is needed to determine the success of the learning process and results, to obtain data that will be carried out for each by taking the average value of the pre-test and pro-test. After the results are in accordance with the minimum standards for writing ability in this class, namely a minimum of 70%. This research is successful or complete if 85% of students get a minimum score of 70%. Apart from that, 85% of students are active in the learning process.

3.9 Data Analysis Techniques

To obtain the results of this research, all data collected by researcher during conducting this research will be analyzed. The data to be analyzed is qualitative and quantitative data. In analyzing these two data, we will carry out the steps below:

1. **Analysis the Qualitative Data**

   The researcher will assess the students' reading comprehension skills in this study before gathering all the information required through student observation and evaluation. The following explanation of Miles and Huberman's (1984) method will be used by the researcher to analyze qualitative data:

   a. Reducing data entails summarizing, selecting the key elements, concentrating on what matters, and searching for patterns and themes. Researchers may find it easier to gather information and conduct researches when necessary because the reduced data will present a clear picture.

   b. Data display: All of the information that researchers have gathered is categorized so that tables and graphs may be created that conveys meaning.

c. Outlining the resolution, drawing conclusions is the last phase in the data analysis technique, following data reduction and data display.

Use field notes and observation sheets to gather qualitative data. Teacher-collaborator use field notes to record everything that occurs during the learning process, including strengths and weaknesses. The observation sheet will be examined and assessed using the following Rusman (2020) formula:

$$P = \frac{F}{N} \; x \; 100\%$$

Which:

P = The percentage of students' and researcher' activities

F = The amount of the activities that do by the students and the researcher in the learning process.

N = The amount of whole activities that will be done by the Students and the researcher during the learning process.

100% = The maximal percentage.

The value obtained from the calculation above, the adjusted to the classification of the achievement of action in table below:

Table 3.3 Classification of Level Action Achievement

No.	Percentage (%)	Classification
1	92-100	Very good
2	75-91	Good
3	50-74	Enough
4	25-49	Less
5	0-24	Fail

The teacher-collaborator records the actions that the students and researcher engage in during the learning process on the observation sheet of activities. If the lesson plan's approach is followed, the researcher's and the students' activities will be classified as completed in the classroom. Nevertheless, the activities will be considered undone if

the researcher and the students fail to follow the lesson plan's instructions.

2. **Analyzing the Quantitative Data**

    The quantitative data will be taken from the test by using the formula of mean by M. Toha Anggoro.

$$M = \frac{\sum x}{N}$$

Where :

M   : The mean obtained

$\sum$x   : The sum of the students'value

N   : The number of subject

To know the class percentage, the writer used the formula:

$$P = \frac{F}{N}x100\%$$

P   : The class percentages

F   : Total percentages score

N   : Number of students

    The value obtained from the calculation above, the adjusted to the classification of the achievement of action in table below:

Table 3.4

The Criteria of Success

Test Score	Probable Class Performance
92-100	Very good
75-91	Good
50-74	Enough
25-49	Less
0-24	Fail

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Then the researcher will compare it with MCC. The MCC that has been set for class meanwhile, if a student's score is ≤ 70, it means that the student is less successful and the researcher will continue the research in the next cycle.

CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

4.1 Research Findings

4.1.1 Research Setting

The research location is UPTD SMP Negeri 2 Gunungsitoli Alo'oa which in Lololawa village Gunungsitoli Alo'oa District. The school consists of the principal's office, teachers' room, library, administration room, meeting room and 3 classrooms. Each class has 1 whiteboards and a projector. This school is led by a principal and deputy principal with 15 teachers including 1 English teacher and 67 students.

This school has a strength is located in somewhere away from crowd so that, the students get focus in teaching learning process and weakness is this school still not has adequate development in the event of students sport achievements.

The subject of the research was the ninth grade which consisted of 20 students. The researcher choose ninth grade because the grade was learning about advertising text in English among of the other grade. The class needed a serious effort to increase their ability in writing advertising text in order that the students were able to make an advertisement. The researcher did the research by the agreement of the headmaster of UPTD SMP Negeri 2 Gunungsitoli Alo'oa. The researcher conducted the research consisted of some stages, there were planning, action, observation and the last was reflection.

During conducted the research, the researcher was assisted by the English teacher of UPTD SMP Negeri 2 Gunungsitoli Alo'oa. The English teacher was as teacher-collaborator of the students' and the researcher' activities in the classroom. The teacher-collaborator was helped the researcher in observing the students' and researcher' activity during teaching learning process in the classroom. The students were all present during conducting the research. The researcher performed the research for

two cycles that consisted of four meetings; each cycle consisted of two meetings.

4.1.2 Explanation of the Canva Application to Increase Students' Writing Advertising Text

4.1.2.1 Description of Cycle 1

Classroom action research activities in cycle 1 were carried out in two meetings and can be described as follows.

1. **First Meeting**

This first meeting was held on Thursday August, 1st 2024. This first meeting started with temporary pre-teaching activities and the last was post-learning activities. Researcher did this with the following steps:

a. **Planning**

At the first meeting of cycle 1. Researcher prepared various things such as lesson plan, materials, observation sheets, field note and assessment sheets. This lesson plan is a guideline for carrying out the teaching and learning process, material as a tool to increase students' ability to writing advertising text, observation sheets for researcher, field note for teacher-collaborator and reflection as activities carried out by researcher for students, student assessment sheets as material for self-reflection from activities carried out by researcher. This planning step is carried out to avoid misunderstanding of actions taken in class.

b. **Action**

After planning the classroom action research, the researcher prepared a learning implementation plan in the form of a lesson plan. Researcher will conduct research in the form of canva application, in one cycle designed with two meetings with a time allocation of 2x45 minutes. Lesson plan design includes determining: basic competencies, main material, indicators, learning scenarios, learning media/resources and assessment systems.

The learning steps or scenarios in cycle I include the following activities:

1) Pre Teaching-learning Activities

The first step at pre-teaching-learning activities is researcher enters the class and greets all the students, then the researcher chooses one of the student lead the prayer and the researcher checks the attendant list of the student after that the researcher makes students motivate in the learning process, the researcher introduces the topic/material (canva application), and last one the researcher explains the purpose of the learning material

2) While Teaching-learning Activities

The first step at while teaching-learning activities is researcher tells forms discussion groups with each group consisting of 4 students, after that the researcher explain definition of canva application, the researcher explain purpose and function of canva application, the researcher explain advantages of canva application, the researcher explain procedure for making advertisements by using canva application: (sign-up canva account, select advertisements options, select a blank template, use canva features to design, save the result/ download), then the researcher gives chance to students given questions for the material and the researcher answer the question, the researcher gives students opportunity to choose one of the themes to be made in canva (business, book, food, education, etc.), the researcher provide guidance to make advertisements each group and provide opportunity for each group to create an advertisement design using the canva application, the researcher provide some inquiry to be answered and analyzed by students and students answer the question given by researcher, and last one the researcher asks each group present the result of making advertisements using canva app and researcher provides suggestions and feedback from group presentation

3) Post Teaching-learning Activities

The first step at post teaching-learning activities is researcher ask one of the students to conclude the material has been explained by researcher, next the researcher inform the next material meeting, the researcher concludes the material, and last the researcher closing the teaching learning process and one of student lead the prayer.

In the first meeting of cycle 1, the researcher did not provide evaluations to students because there was insufficient time.

c. Observation

Based on observations that have been made by researcher, researcher have understood or found weaknesses and strengths that have been obtained by students, this can be seen below as follows.

a) Strengths

Students can respond to researcher when entering the class, students listen to the researcher explanation well, students conduct group discussions, and students know about canva application.

b) Weaknesses

Students have not been able to understand the explanation of the material, students have not been able to make advertising text, students have not been able to use time well, students still have not mastered advertising well, and student creativity is still minimal.

d. Reflection

Based on the observations that have been made by the researcher, the researcher can describe that students must be motivated so that students can be confident in writing advertising text by using canva application, this can be seen from the strengths and advantages that have been experienced by students to continue the process. Students also need to be motivated to continue developing their potential in using canva application creatively.

After it was discovered at this first meeting that students still had many weaknesses in the learning process, the researcher will continue learning the using canva application at the second meeting.

2. Second Meeting

In this second meeting, researcher will continue the activities from the first meeting. This second meeting was held on Tuesday August, 6th 2024, with an allocated time of 2x45 minutes. At this stage, the researcher asked students to make an advertisement about food and shoes. There are several procedures for conducting this research as follows.

a. Planning

At the second meeting of cycle 1. Researcher prepared various things such as lesson plan, materials, observation sheets, field note and assessment sheets. This planning step is carried out to avoid misunderstanding of actions taken in class.

b. Action

At this stage, the researcher will carry out a teaching and learning process in class which consists of learning activities, pre-teaching, while teaching and post-learning activities. At this second meeting in cycle 1, the researcher will carry out learning steps or scenarios in cycle including the following activities:

1) Pre Teaching-learning Activities

The first step at pre-teaching-learning activities is researcher enters the class and greets all the students, then the researcher chooses one of the student lead the prayer and the researcher checks the attendant list of the student after that the researcher makes students motivate in the learning process, the researcher introduces the topic/material (canva application), and last one the researcher explains the purpose of the learning material

2) While Teaching-learning Activities

The first step at while teaching-learning activities is researcher tells forms discussion groups with each group consisting of 4 students,

after that the researcher explain definition of canva application, the researcher explain purpose and function of canva application, the researcher explain advantages of canva application, the researcher explain procedure for making advertisements by using canva application: (sign-up canva account, select advertisements options, select a blank template, use canva features to design, save the result/ download), then the researcher gives chance to students given questions for the material and the researcher answer the question, the researcher gives students opportunity to choose one of the themes to be made in canva (business, book, food, education, etc.), the researcher provide guidance to make advertisements each group and provide opportunity for each group to create an advertisement design using the canva application, the researcher provide some inquiry to be answered and analyzed by students and students answer the question given by researcher, and last one the researcher asks each group present the result of making advertisements using canva app and researcher provides suggestions and feedback from group presentation

3) Post Teaching-learning Activities

The first step at post teaching-learning activities is researcher ask one of the students to conclude the material has been explained by researcher, next the researcher inform the next material meeting, the researcher concludes the material, and last the researcher closing the teaching learning process and one of student lead the prayer.

c. **Observation**

The results of observations during the teaching and learning process at the second meeting of cycle I are as follows:
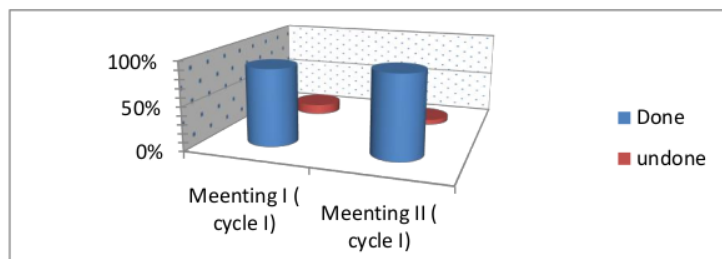
1) Observation Sheet For Researcher Activities

Based on the results of observations of researcher activities, activities carried out and canceled during the teaching and learning process can be described as follows.

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TABLE I

Presentation of Researcher Activities

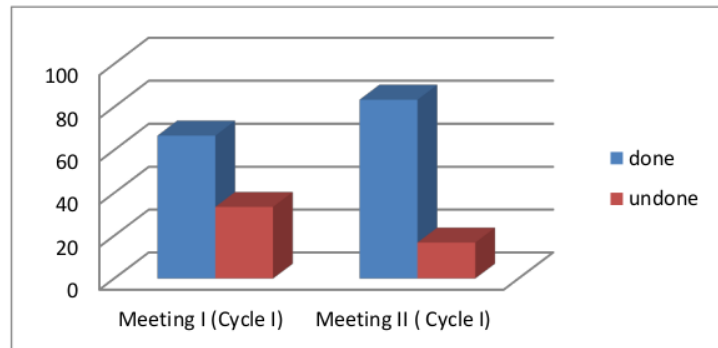| Cycle 1		
Meeting I	Done	15 active (88.24 %) of 17 activities
	Undone	2 active (11.77 %) of 17 activities
Meeting II	Done	16 active (94.12 %) of 17 activities
	Undone	1 active (5.89 %) of 17 activities

Based on the results of the activities above, the level of teaching of the researcher in the first meeting can be categorized as "good" while in the second meeting it can be categorized as "very good". Clearly the activities carried out and canceled by the researcher during the teaching and learning process in cycle I can be seen in the graph.

Graph 1: presentation of researcher activities in cycle I

2) Observation sheet for student activities

Based on the results of observations of student activities, activities carried out and canceled during the teaching and learning process can be described as follows in cycle II as seen in graph 2 above.

Graph 2: presentation of student activities in cycle I

The researcher found the following weaknesses in student activities:

1. Some students did not pay attention to the researcher instructions.
2. The students were not yet confident in using canva application
3. The students were not yet motivated in the teaching and learning process
4. Some students did not understand the theme that has explained by the researcher.

There were also several strengths as follows:

1. The researcher knew the students' abilities in using canva application
2. The students were able to know their abilities in using canva application and solve the difficulties they experienced
3. The students began to be open to using canva application properly.

d. Reflection

In the second meeting of cycle I, the researcher analyzed students' abilities using the image strategy. The results of their evaluation can be explained in table 2 as follows:

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Table II

Students' ability to writing advertising text using

Canva Application through cycle 1

MCC	The students' value	Level	Frequency	Percentage
70	91% -100%	Very good	0	0 %
	85% -90%	Good	0	0 %
	70% - 80%	Enough	0	0 %
	55% - 69%	Less	20	100 %
	0% - 50%	Fail	0	0 %
	Total		20	100%

From the data above, it can be explained that students' ability to use canva application in Cycle I failed. The explanation of the table above shows that there are 20 students (100%) at less level, the average student score is 56. These results indicate that students failed to use canva application for cycle I because most of the students' scores were at a very low level or below the MCC (70) as the research target. The results of students' abilities in cycle I can be seen in the graph below.
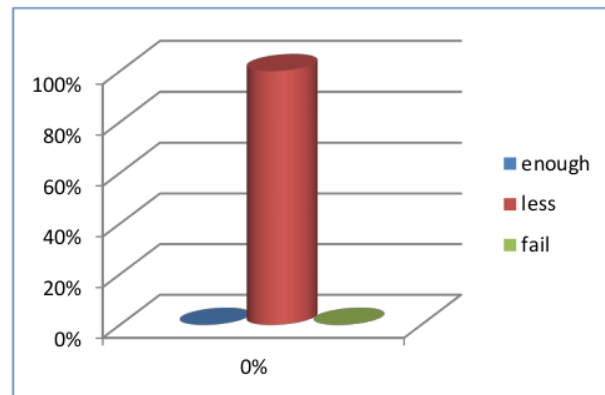
Graph 3. Students' ability to use canva application in cycle I

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Based on the results of observations in relation to the quantity of students who have not optimally followed writing advertising text lessons through the use of canva application. Researcher need to increase motivation for students who are still not actively following lessons. Students need to be encouraged to be brave and enthusiastic, so that they are used to giving their opinions in discussions.

After it was discovered that students had not full mastered the use of canva application well. To follow up, advertising text lessons through canva application in Cycle II need to emphasize that the use of canva application needs to be increase so that students have good writing advertising text.

4.1.2.2 Description of Cycle II

1. First Meeting

The first meeting was held on Tuesday August, 20th 2024. This meeting was held for 2x45 minutes, with the same material. There are several steps in cycle II in conducting this research, at the first meeting as follows:

a. Planning

At the first meeting of cycle II. Researcher prepares various things such as learning modules, teaching materials, observation sheets, field note and assessment sheets. This planning step is carried out to avoid misunderstandings regarding the actions carried out in class.

b. Action

At this stage the researcher will carry out the teaching and learning process in the classroom which consists of learning activities, pre-teaching activities, activities during teaching and learning, and post-learning activities.

At the first meeting of cycle II the researcher will carry out the steps or learning scenarios in cycle II which include the following activities:

1) Pre Teaching-learning Activities

The first step at pre-teaching-learning activities is researcher enters the class and greets all the students, then the researcher chooses one

of the student lead the prayer and the researcher checks the attendant list of the student after that the researcher makes students motivate in the learning process, the researcher introduces the topic/material (canva application), and last one the researcher explains the purpose of the learning material

2) While Teaching-learning Activities

The first step at while teaching-learning activities is researcher tells forms discussion groups with each group consisting of 4 students, after that the researcher explain definition of canva application, the researcher explain purpose and function of canva application, the researcher explain advantages of canva application, the researcher explain procedure for making advertisements by using canva application: (sign-up canva account, select advertisements options, select a blank template, use canva features to design, save the result/ download), then the researcher gives chance to students given questions for the material and the researcher answer the question, the researcher gives students opportunity to choose one of the themes to be made in canva (business, book, food, education, etc.), the researcher provide guidance to make advertisements each group and provide opportunity for each group to create an advertisement design using the canva application, the researcher provide some inquiry to be answered and analyzed by students and students answer the question given by researcher, and last one the researcher asks each group present the result of making advertisements using canva app and researcher provides suggestions and feedback from group presentation

3) Post Teaching-learning Activities

The first step at post teaching-learning activities is researcher ask one of the students to conclude the material has been explained by researcher, next the researcher inform the next material meeting, the researcher concludes the material, and last the researcher closing the teaching learning process and one of

student lead the prayer.

At this stage the researcher collects data on students' work results and asks about students' difficulties with the material being studied.

c. **Observation**

Observations were conducted by English teachers (collaborating teachers) while researcher were implementing classroom actions. Collaborating teachers observed all activities that occurred in the teaching and learning process, involving student and researcher activities. In this observation, researcher found weaknesses in students in carrying out the following activities:

- Some students did not understand the explanation of the theme given
- Some students were less able to use canva application
- Some students were still confused in explaining the material through Canva Application.

However, researcher found several strengths based on the following observations.

- All students can listen to the explanation of the material
- All students can be creative in using canva application
- All students are active in explaining the material through canva application
- Researcher has made students learn individually and in groups.

d. **Reflection**

Based on the results of observations on students' ability to writing advertising text through canva application, it can be described that students follow learning accompanied by feelings of joy and student activity increases. Students carry out the task of making canva application creatively and use time allocation optimally. Students' ability to use videos can increase so that students feel confident in writing advertising text English. However, there are several improvements that must be made by researcher based on the results of the following meetings.

1. Researcher asks students to use their phones properly

2. Researcher asks students not to copy their friends' work

3. Researcher asks students about difficulties in using canva
   Application

4. Researcher asks students to study individually or in groups.

5. Researcher continued to motivate students to do their writing advertising text.

2. Second Meeting

The second meeting of cycle II was held on Thursday August, 22th 2024. This meeting was held for 2x45 minutes, with the same material. There are several steps in cycle II in conducting this research, at the first meeting as follows:

a. Planning

At the second meeting of cycle II. Researcher prepared various things such as learning modules, teaching materials, observation sheets, and assessment sheets. This planning step is carried out to avoid misunderstandings regarding the actions carried out in class.

b. Action

At this stage the researcher will carry out the teaching and learning process in the classroom which consists of learning activities, pre-teaching activities, activities during teaching and learning, and post-learning activities.

At the first meeting in cycle II the researcher will carry out the steps or learning scenarios in cycle II which include the following activities:

1) Pre Teaching-learning Activities

The first step at pre-teaching-learning activities is researcher enters the class and greets all the students, then the researcher chooses one of the student lead the prayer and the researcher checks the attendant list of the student after that the researcher makes students motivate in the learning process, the researcher introduces the topic/material (canva application), and last one the researcher

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explains the purpose of the learning material

2) While Teaching-learning Activities

The first step at while teaching-learning activities is researcher tells forms discussion groups with each group consisting of 4 students, after that the researcher explain definition of canva application, the researcher explain purpose and function of canva application, the researcher explain advantages of canva application, the researcher explain procedure for making advertisements by using canva application: (sign-up canva account, select advertisements options, select a blank template, use canva features to design, save the result/ download), then the researcher gives chance to students given questions for the material and the researcher answer the question, the researcher gives students opportunity to choose one of the themes to be made in canva (business, book, food, education, etc.), the researcher provide guidance to make advertisements each group and provide opportunity for each group to create an advertisement design using the canva application, the researcher provide some inquiry to be answered and analyzed by students and students answer the question given by researcher, and last one the researcher asks each group present the result of making advertisements using canva app and researcher provides suggestions and feedback from group presentation

3) Post Teaching-learning Activities

The first step at post teaching-learning activities is researcher ask one of the students to conclude the material has been explained by researcher, next the researcher inform the next material meeting, the researcher concludes the material, and last the researcher closing the teaching learning process and one of student lead the prayer.

At this stage the researcher collects data on students' work results and asks about students' difficulties with the material being studied.

c. Observation

Observation results during the teaching and learning process at the second meeting of cycle II, weaknesses can be found as follows.

1. Observation Sheet for Researcher Activities

Based on the results of observations of researcher activities, the activities carried out during the teaching and learning process are as follows.

Table III

Researcher Activity Presentation in Cycle II

Researcher Activity Presentation

Cycle II		
Meeting I	Done	17 active (100 %) of 17 activities
	Undone	0 active (0 %) of 17 activities
Meeting II	Done	17 active (100 %) of 17 activities
	Undone	0 active (0 %) of 17 activities

Based on the results of the activities above, the level of teaching of the researcher in the first meeting can be categorized as "good" while in the second meeting it can be categorized as "very good". Clearly, the activities carried out by the researcher during the teaching and learning process can be seen in the graph below as follows.
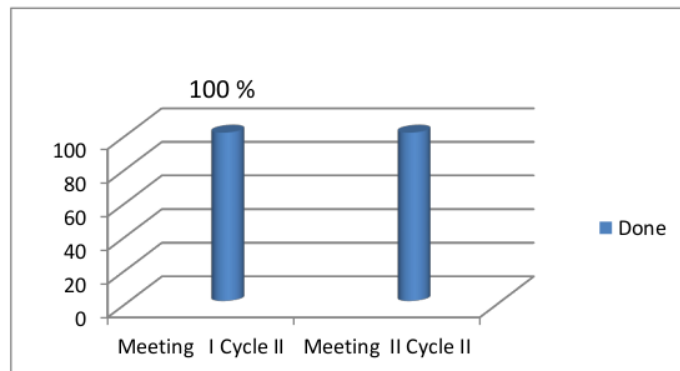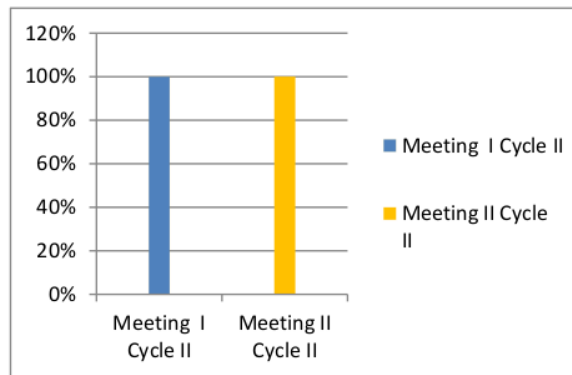

Figure 4: percentage of researcher activities in cycle II

2. Student Activity Observation Sheet

Based on the results of observations of student activities in cycle II during the teaching and learning process, it can be explained as follows.

Graph 5: percentage of student activities in cycle II

Teaching and learning process, research still found weaknesses in the meeting, namely there was a student who had little motivation in the teaching and learning process, there were several students who told their difficulties in making canva application. Especially for research, researcher has done all activities. So, Researcher doesn't have weaknesses in the second meeting of cycle II. Based on the graph, it can be concluded that the process of student and researcher activities in the teaching and learning process has increased.

There are several strengths found in the second meeting of cycle II as follows:

1. All are present in class

2. All students can listen to the explanation from the researcher

3. All students can understand the theme that has been studied

4. All students are active in using canva application creatively

5. All students ask several questions based on the explanation from the Researcher

6. All students creatively use canva application

7. All students have the motivation to learn so that they are confident in

Writing advertising text using canva application.

In this meeting, when the collaborating teacher reported on the researcher's observation sheet, all activities had been carried out during the teaching and learning process in the classroom by the researcher. None of the activities were unsuccessful. All activities have been carried out by the researcher. In this case, the researcher's teaching level can be categorized as very good because all activities have been carried out by the researcher (100%).

Table IV

Students' ability to write advertising text by using canva application in cycle II

MCC	The students' value	Level	Frequency	Percentage
70	91% -100%	Very good	20	100 %
	85% -90%	Good	0	0%
	70% - 80%	Enough	0	0%
	55% - 69%	Lack	0	0%
	0% - 50%	Fail	0	0%
	Total		20	100 %

The data from the table above explains that students' writing advertising text ability can be increase by using canva application. The students pass the MCC, as stated in the school is 70. The explanation of the table above shows that there are 20 students (100%) at good level. The average student score is 95. This result shows that students have succeeded in using canva application in the second cycle because most of the students' scores are at a good level or pass the MCC as the target of

the study. The results of students' abilities can be seen in cycle II in the following graph.
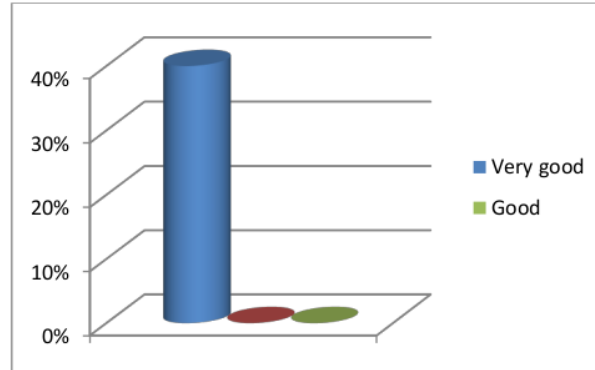
Graph 6: students' ability to writing advertising text using canva application in cycle II.

3. Researcher and Student Activities in All Cycles

The results of researcher activities in all cycles in this study can be seen in the following table:

Table V

Researcher Activities in All Cycles

No	Cycle	Meeting	Criteria	Frequency of activities	%
1	I	1	Done	15	88.24 %
			Undone	2	11.77 %
		2	Done	16	94.12 %
			Undone	1	5.89%
2	II	1	Done	17	100 %
			Undone	0	-
		2	Done	17	100%
			Undone	0	-

The table above explains that in cycle I from the first meeting, there were 15 activities (88.24 %) that had been carried out by the researcher and two activities (11.77%) that had not been carried out at all by the researcher. In the second meeting, there were sixteen activities (83.4%) that had been carried out by the researcher and one activity (5.89%) that had not been carried out by the researcher. While in cycle II the first meeting, there were thirty activities (100%) that had been carried out by the researcher and no activities (0%) had been carried out by the researcher. In the last meeting there were thirty activities (100%) that had been carried out by the researcher and no activities (0%) had not been carried out by the researcher. Seeing these results, it shows that the researcher has increase in each meeting. It can be seen below as follows:

4. Results of Students' Abilities in All Cycles

The results of students' abilities in writing advertising text using canva application can be seen in the following graph:

Table VI

Students' Abilities in writing advertising text Using Canva application

No	Cycle	Level	Quantity	%	Classification
		Very good	0	0 %	Successful
		Good	0	0 %	
1	I	Enough	0	0 %	Unsuccessful
		Less	20	100 %	
		Failed	0	0 %	-
		Very good	20	100 %	Successful
		Good	0	0 %	

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2	II				
		Enough	0	0 %	
		Less	0	0 %	Unsuccessful
		Failed	0	0 %	

In the table above, previously explained that in cycle I, there were, 20 students (100%) categorized to a less level. While in cycle II, none were categorized 20 students (100%) categorized to very good level. From the data above shows that students' ability to writing advertising text in cycle II is better than cycle I. all students passed the minimum competency criteria in cycle II which is 70. The results can be seen in the graph below:
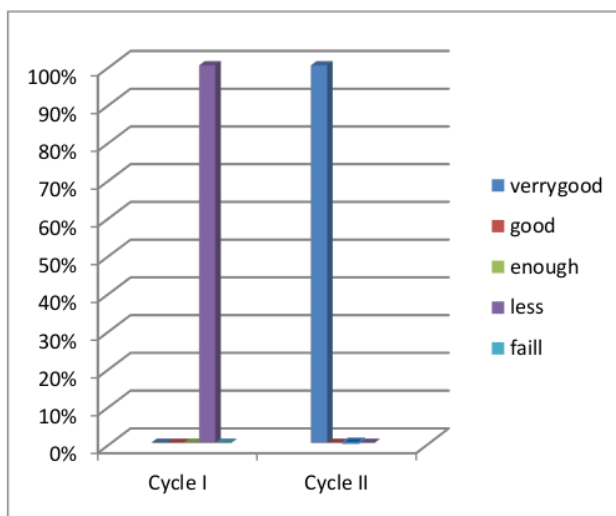
Figure 8: student abilities in all cycles

4.2 DISCUSSION

4.2.1. General Response of Research Problem

The object of research is students' ability to writing advertising text using canva application. The research problem is how the use of canva application can increase students' ability in writing advertising by using canva application. The general response in this study is the use of canva application to improve students' ability to writing advertising text through the procedure of using canva application in class Seven of UPTD SMP Negeri 2 Gunungsitoli Alo'oa.

The use of canva application provides opportunities for students to learn. This research was conducted in two cycles. In cycle I, the average student's ability orally was 56 and in cycle II was 95 from the data of student abilities in each cycle, an increase in students' ability orally can be found. Although, the average student score shows that they have passed the minimum competency criteria stated in the school is 70. Therefore, the researcher concluded that the use of canva application can improve students' ability to writing advertising text.

4.2. 2. Analysis and Interpretation of Research Findings

After conducting research in two cycles, the researcher analyzed the results of students' writing advertising text skills using canva application and observation sheets for researcher, and student activities carried out by researcher in two cycles. In cycle I, the second meeting, the researcher gave assignments to using canva application and the results showed that most students did not pass the minimum completion criteria (MCC) there are 20 students at less level. The average student score was 56. Based on the student scores in cycle I, it can be concluded that students' writing advertising text skills in using canva application in cycle I are still lacking. Students still have not used canva application properly.

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The incompleteness of students in cycle I was caused by several students who were not active in the learning process. In cycle II, the researcher reviewed the weaknesses that occurred in cycle I and increase in cycle II. The improvements made had a major impact on the results obtained by students. This can be seen from the results of observations, most students carried out activities according to the procedures in using canva application. Student activities at the first meeting of cycle II, there were 20 students (100%) categorized as very good level. The average is 95. All students passed the minimum competency criteria in cycle II which is 70. Based on the results of the research, it can be concluded that students' ability in using canva application has increased, by using canva application, students' problems in writing advertising text can be resolved.

4.2.3 Research Findings versus Theory

After analyzing the research results, the researcher will compare these findings with established theories. According to an article from learning.id canva is recognized for its ability to enhance creativity among teachers and students through collaborative learning experiences. While the researcher observed that the theoretical framework was relevant, the outcomes were not as optimal as anticipated. Some students showed a lack of creativity and primarily relied on the provided templates, which limited their ability to fully express their ideas. However, the canva application holds significant potential to encourage students to engage more creatively. By leveraging canva, students can express their thoughts and feelings in group settings and craft more personalized descriptions in the classroom. This insight suggests that while some challenges remain, there is still considerable room for improvement and innovation in how canva is utilized as a learning tool.

4.2. 4. Research Implications Based on Findings

The researcher found the following research implications

    a. The use of canva application encourages students to learn

b. By implementing the use of canva application, students creatively use canva application according to the material.

c. Students think critically in improving their writing advertising text skills using canva application.

The expectations in the lesson plan have been achieved and the problems faced can be resolved. The minimum completeness criteria (MCC) 70 have been achieved by the researcher.

4.2. 6. Limitations of Research Findings

Limitations need to be explained in order to have the same insight as the researcher. The limitations of the researcher's findings are:

a. Researcher is limited by students who have not used canva application media well.

b. Researcher is limited by students who are less able to edit advertisement that have been made.

c. Researcher are limited by the weaknesses of some students who are less interested in learning English because of limited abilities

d. Research experiences a gap between expectations.

e. Researcher' limitations in using time

CHAPTER V
CONCLUSIONS AND SUGGESTION

5.1 Conclusion

Based on data analysis, it shows that the results of the study on student activity during learning in cycle I were 66,6% and in cycle II student activity increased by 92%. The performance indicator set is at least 70% of students actively participating in writing advertising text learning using canva application. Thus, the achievement of student activity completion at the end of cycle II of 92% has met the set completion limit.

Through the steps of using canva application, students can easily understand the use of canva application. This has a positive effect on students in terms of increasing student activity when participating in learning activities. Student activity can increase because they feel happy and think that using canva application as a media is actually not too difficult.

Based on the results of classroom action research carried out in two cycles, through the activity of using canva application by students, students can use them creatively and help them become confident in writing advertising text, besides that students can also understand their ability to writing advertising text English so that students can improve their abilities through the use of canva application.

From the overall results, it can be seen that the classroom action research conducted from cycle I to the end of cycle II showed an increase in both activity and students' writing advertising text ability in using canva application.

Based on the description above, it can be concluded that the use of media through canva application in writing advertising text learning can increase activity in the ninth grade of UPTD SMP Negeri 2 Gunungsitoli Alo'oa.

5.2 Suggestions

After conducting research in the field, the researcher put forward several suggestions as follows.

1. During the learning process in class, students are expected to be active and try to ask questions if there are things they don't understand

2. By using canva application students can be helped in writing advertising Text English.

3. Teachers are expected to give assignments to students, which enable students to be creative and active by using canva application.

4. Teachers use methods that prevent students from feeling bored in learning and try.

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