

CHAPTER I

INTRODUCTION

This chapter outlines the foundation of the research, beginning with the background of the study that contextualizes the use of Canva in teaching writing skills. Additionally, it highlights the research questions, objectives of the study, significance of the research, scope and limitation, and definition of key terms.

A. Background of Study

Writing is one of the most important language skills in learning English as a Foreign Language (EFL). In the context of 21st – century education, students are expected not only to master linguistic aspects such as grammar and vocabulary, but also to express ideas clearly, logically, and meaningfully in written form. Writing is considered a complex cognitive activity because it involves generating ideas, organizing them systematically, and presenting them in a coherent structure (Hyland, 2003). Therefore, writing ability has become an important indicator of students' overall language proficiency.

However, in Indonesian Junior High Schools, writing remains one of the most difficult skills for students to master. Many students experience difficulties in organizing their ideas into a clear and structured text. Their writing often lacks unity, coherence and logical sequencing. This problem is influenced by several factors, including limited exposure to English, differences between first language (L1) and second language (L2) writing systems, as well as teaching practices that tend to emphasize grammatical

accuracy rather than the writing process and organization (Richards & Renandya, 2020). As a result, students are able to construct individual sentences, but they struggle to combine them into a coherent and well-organized text.

More specifically, these problems are also found in the teaching of short functional texts, such as greeting cards. Greeting cards are included in the Junior High School curriculum and require students to organize their writing into a clear structure consisting of opening, content, and closing. Although the text type is relatively simple, many students still face difficulties in arranging these components appropriately. They often mix the structure, omit certain parts, or present ideas in an illogical order. This indicates that students' writing problems are not only related to language use but also to writing organization.

In classroom practice, several problems related to students' writing ability are still evident. Students experience difficulties not only in grammar and vocabulary, but more specifically in organizing their ideas into a meaningful and well-structured text. Their writing tends to be disorganized, with ideas presented randomly and content often deviating from the main purpose of the text. This shows that students have not yet developed adequate writing organization skills, particularly in terms of unity, coherence and logical sequencing.

Furthermore, students also face difficulties in understanding and applying the generic structure of greeting cards. They frequently forget to

include essential parts such as the opening or closing. In some cases, the structure is incorrectly arranged, where the opening and closing are reversed or mixed with the content. These conditions indicate that students still lack awareness and understanding of how a text should be systematically organized.

In addition, the teaching of greeting card writing is still conducted using conventional approaches, where students mainly produce physical or handmade greeting cards. The use of digital or e-greeting cards has not been implemented optimally. As a result, students tend to focus more on visual design aspects, such as decoration and layout. Rather than on the accuracy of text structure and the organization and highlights the need for more effective learning media.

To address these problems, the integration of digital learning media is highly necessary. One potential media is Canva, a digital design platform that provides visual templates, structured layouts, and interactive features such as drag-and-drop. These features can help students organize their ideas more systematically and understand text structure more clearly. By combining visual and textual elements, Canva supports the development of writing organization, particularly in terms of unity, coherence, and logical sequencing.

Several previous studies have shown that Canva can improve students' writing ability and increase their motivation. However, most of these studies focus on general writing skills or students' perceptions, rather than specifically examining writing organization as a distinct aspect. In addition, studies

focusing on greeting card writing are still limited, especially those that integrate digital media and examine its effect through an experimental design.

As previous studies showed significant contribution of Canva to students' vocabulary and grammars, understanding the impacts of Canva to overall students' indicators of writing Greeting Cards serves a fundamental issues. Therefore, to incover such an issues, it is necessary to do the research entitled: "Effects of Canva on Students' Writing at Islamic Junior High School Padang Panjang."

B. Identification of the Problems

Based on the context of the study, several problems are identified in the teaching and learning of writing, particularly in greeting card writing at Junior High School level.

First, students experience difficulties in writing, particularly in terms of grammar, vocabulary, and organizing their ideas into a clear and structured text. These limitations affect their ability to express ideas clearly and accurately. As a result, their writing often lacks unity, coherence and logical sequencing, leading to disorganized texts where ideas are presented randomly and do not align with the main purpose of the text.

Second, students have difficulties in understanding and applying the generic structure of greeting cards. They often omit essential parts such as the opening or closing, and in some cases, they arrange the structure incorrectly, such as placing the closing at the beginning or mixing it with the main content.

Third, the teaching of greeting card writing is still conducted using conventional methods, where students mainly produce physical or handmade greeting cards, and the use of digital learning media such as e-greeting cards on visual design aspects, such as decoration and appearance, rather than on the accuracy of text structure and the organization of ideas, which contributes of the low quality of their writing organization.

Based on these problems, it is necessary to implement appropriate learning media to support students in improving their writing organization, particularly in greeting card writing.

C. Limitation of the Problems

Writing skill consists of several aspects, including content, organization, vocabulary, grammar, and mechanics. However, this study is limited to the organization aspect of writing. In this study, students' writing skill is represented by their ability to organize a text effectively, particularly in terms of unity, coherence, and logical sequencing.

Greeting cards can be classified into several types based on their format, such as physical greeting cards, handmade greeting cards, and digital or e-greeting cards. They can also be categorized according to their themes, including gratitude, sympathy, congratulation, and Islamic themes. This study is limited to digital or e-greeting cards with Islamic themes, particularly those related to Islamic holy days.

Canva provides various design formats, such as presentation designs, social media content, infographics, posters, and greeting cards. It also offers a

wide range of features, including layout, drag-and-drop, templates, elements, and color and font settings. However, this study only utilizes Canva as a learning medium for creating digital greeting cards. The features employed in this study are limited to layout, drag-and-drop, and templates, which are used to support students in organizing their writing.

In addition, this study is conducted with eighth-grade students of Islamic Junior High School Padang Panjang in the academic year 2026/2027. Therefore, the findings are limited to this particular educational context and participant group.

D. Research Question

In order to meet the purpose above, the following research question need to be answer:

Is there any significant effect of using Canva on students' organization skills in writing greeting cards?

E. Research Objective

The objective of this study is formulated as follows:

To examine the significant effect of using Canva on students' writing organization in greeting cards.

F. Significance of the Study

1. Theoretical Significance

The results of this study are anticipated to offer empirical data regarding the impact of using Canva as a learning media on students'

writing organization, specifically with regard to coherence, unity, and logical sequencing when composing greeting cards.

2. Practical Significance

a. For English Teachers

This study gives English teachers useful information about how to utilize Canva as a teaching tool to help students organize their thoughts when designing greeting cards. The findings could be used as a guide to create more organized and interesting writing exercises.

b. For Students

Through visual aids and project-based learning, this study is expected to help students become more organized writers. Canva may assist them in organizing their ideas more clearly when composing greeting cards.

c. For future researchers

This study can be used as a reference for future research related to the use of digital learning media in teaching writing especially studies that focus on writing organization and short functional texts

G. Definition of Key Terms

To avoid misunderstanding and misinterpretation of the terms used in this study, the following operational and conceptual definitions are provided:

1. Writing Organization

Writing organization refers to the structural arrangement and logical connection of ideas within a text, which includes unity, coherence, and

logical sequencing. In this study, writing organization specifically measures eighth-grade students' ability to arrange ideas in greeting cards in a structured, focused, and logical flow from opening, content, to closing.

2. Canva

Canva is an interactive digital design platform that provides visual layouts, customizable templates, and drag-and-drop features to create visual-based learning products. In this research, Canva serves as a digital learning medium used by students to structure, arrange, and design digital or e-greeting cards.

3. Greeting Card

A greeting card is a short functional text used to express personal or social sentiments, such as wishes, congratulations, sympathy, or prayers. In this study, greeting cards refer to digital greeting cards featuring Islamic themes (such as Islamic holy days) composed with a generic structure consisting of an opening, content, and closing.

4. Project-Based Learning (PjBL)

Project-Based Learning is a student-centered instructional model where students gain knowledge and skills by working through a structured process to design, create, and present an authentic final product. In this research, PjBL is implemented as an instructional framework where students engage in planning, drafting, designing on Canva, revising, and presenting their Islamic greeting card projects.