

The Effect of Canva on Instagram Application Media on Students' Ability to Writing Descriptive Text at Grade X Of Sma Negeri 1 Air Joman In 2025/2026 Academic Year

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Abstract

This empirical study investigated the significant effect of integrating the Canva application with the Instagram social media platform on the capability of tenth-grade students at SMA Negeri 1 Air Joman to write descriptive texts in the academic year of 2025/2026. The primary constraint underlying this research was the students' deficient productive writing skills due to conventional expository teaching methods, causing limited vocabulary acquisition, poor structural alignment, and structurally disorganized presentation of descriptive paragraphs. This research utilized a quantitative approach with a quasi-experimental non-equivalent control group design. The chosen samples comprised two cluster groups: the control class (24 students) subjected to conventional methods and the experimental class (25 students) exposed to combined Canva and Instagram interventions. Data collection incorporated written descriptive writing tests (pre-test and post-test) assessed via a modified analytical scoring rubric from Brown, comprising elements of content, organization, grammar, vocabulary, and writing mechanics. The experimental class registered a substantial post-test average score of 79.6, outperforming the control class which gathered 72.9. Statistical hypothesis testing using the Independent Sample t-test framework yielded a significant outcome where the observed value reached 5.59, drastically higher than the critical benchmark table value of 2.03 at a significance margin of $\alpha=0.05$ and degrees of freedom (df) 47. Consequently, the Null Hypothesis (H_0) was rejected, and the Alternative Hypothesis (H_a) was accepted. The research concludes that the pedagogical alignment of Canva and Instagram establishes a significantly positive effect on modernizing language learning processes and enhancing secondary students' descriptive paragraph performance.

Keywords: Canva, Instagram, Descriptive Text And Writing Skill
keywords: Net Exports, Interest Rates, Foreign Debt, Foreign Exchange Reserves.

INTRODUCTION

Language is part of human ability to communicate orally. Language is also a tool or a system for humans to understand other humans therefore, language is often referred to as a bridge between worlds that helps humans in interacting. There are so many languages throughout the world that we have to determine one language that can be used officially. One of the languages that has become a communication tool for the world community is English.

English is an international language that plays an important role in connecting one country with other countries. Language is also a universal communication tool. Which we know as lingua franca. English is also considered as one of the skills that supports a better career path. Not only that, a Test of English as a Foreign Language (TOEFL) certificate is a requirement provided by several agencies for prospective new employees. Therefore, realize how important English is. The Indonesian government has determined that English is one of the languages that must be taught in schools.

Learning English at school basically focuses on four basic abilities. Namely; listening, speaking, reading and writing. These four basic skills are very crucial in learning English.

Writing is a process of conveying ideas or thoughts that have meaning and producing a product called writing. Writing is also an express language communication activity.

In the writing process, students must be able to express their ideas about something by putting it in written form that can be understood by readers. The writing process can be influenced by certain events or situations that trigger it. Not only that, the type of text also plays an important role in producing writing. Text is a tool for students to understand the four basic skills in English. Text itself has several types, one of which is descriptive text. Descriptive text is writing that describes things. Be it people, objects, or places. This descriptive text functions to provide information to each reader.

Based on observations of tenth-grade students at SMA Negeri 1 Air Joman, it was found that students' ability to write descriptive texts is still relatively low. This condition is influenced by several main factors, such as limited mastery of English vocabulary, lack of understanding of the structure of descriptive texts which consists of identification and description, and students' inability to develop ideas in a coherent and clear manner. In addition, many students experience difficulties in expressing their ideas in written form, resulting in texts that are short, lack detail, and do not clearly describe the objects being discussed.

These problems are also caused by the limited use of varied learning media in the teaching and learning process. Writing instruction that relies heavily on textbooks and conventional methods tends to make students feel bored and less motivated to write. As a result, students become passive, lack confidence, and are not interested in exploring their ideas through descriptive writing.

Therefore, it is necessary to implement innovative, interesting, and student-centered learning media that are suitable for senior high school students. One of the learning media that can be used to overcome these problems is Canva and Instagram. Canva provides various visual design features, such as images, templates, colors, and text, which can help students generate ideas and enrich their vocabulary through visual representation of the objects being described. With the support of attractive visuals, students can more easily understand the concept of descriptive texts and develop their ideas in greater detail.

Meanwhile, Instagram, as a social media platform that is closely related to students' daily lives, can increase their motivation and interest in learning. Through Instagram, students can upload their descriptive writing accompanied by visual designs created using Canva, making the learning process more contextual and meaningful. This activity also encourages students to write more carefully and creatively, as their work can be read by their classmates, thereby fostering self-confidence, creativity, and a sense of responsibility for the quality of their writing.

In conclusion, the implementation of Canva and Instagram is expected to help students improve their vocabulary mastery, understand the structure of descriptive texts, develop ideas more systematically, and enhance their overall descriptive writing skills. Moreover, these media have the potential to create a more active, interactive, and enjoyable learning atmosphere, enabling the objectives of writing instruction to be achieved more effectively.

Based on the elaboration above, the research will taking the title "The Effect of Canva on Instagram Application media on Students' Ability to Writing Descriptive Text at Grade X of SMA Negeri 1 Air Joman 2025/2026 Academic Year."

METHODS

This study employed a quantitative research approach using a quasi-experimental design, specifically the non-equivalent control group design. The purpose of this research was to investigate the effect of integrating Canva and Instagram on students' ability to write descriptive texts. The study involved two groups: an experimental group that received treatment through the use of Canva and Instagram and a control group that was taught using conventional teaching methods.

The research was conducted at SMA Negeri 1 Air Joman during the 2025/2026 academic year. The population consisted of all tenth-grade students. The sample was

selected using cluster sampling technique and consisted of 49 students divided into two classes. The experimental class consisted of 25 students, while the control class consisted of 24 students. The research design can be illustrated as follows:

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Eksperimen	X	Canva and instagram media in Descriptive Text	X
Control	Y	Conventional Model	Y

Where:

X = Teaching descriptive text through Canva and Instagram media

Y = Teaching descriptive text through conventional teaching methods

The instrument used in this study was a writing test consisting of pre-test and post-test. Students were asked to write a descriptive text based on the given topic. The pre-test was administered before the treatment to determine the students' initial writing ability, while the post-test was conducted after the treatment to measure the improvement in students' writing performance.

The students' writing was assessed using an analytical scoring rubric adapted from Brown. The rubric evaluated five aspects of writing: content, organization, grammar, vocabulary, and mechanics. Each aspect was scored according to predetermined criteria to ensure the validity and reliability of the assessment process. The instrument consists of a written test that includes two components:

1. **Pre-test:** This test will be administered before the teaching and learning process.
2. **Post-test:** This test will be administered after the teaching and learning process.

The following writing assessment table is developed in accordance with the previously mentioned indicators for evaluating writing performance:

Table 2. Scoring Guide

Aspect	Score	Performance Description
Content	20	Topic are complete and clear, as well as detailed and interconnected.
	15	The topic is complete and clear, but the details are almost related to the topic.
	10	The topic is complete and clear, but the details are not related to the topic.
	5	The topic is incomplete and unclear, but the details are not related to the topic.
Organization	20	Identification is complete and description are arranged with proper connection.
	15	Identification is almost complete and description are arranged with almost proper connection.
	10	Identification is not complete and description are arranged with misuse proper connection.

	5	Identification is not complete and description are not arranged with proper connection.
Grammar	20	Very few grammatical inaccuracies. or agreement.
	15	Few grammatical or agreement inaccuracies.
	10	Numerous grammatical or agreement inaccuracies.
	5	Frequent grammatical or agreement inaccuracies.
Vocabulary	20	Effective choice of words and forms.
	15	Few misuse of vocabularies, word forms, but not change the meaning.
	10	Limited range confusing words, word forms.
	5	Very poor knowledge of words, word forms. and not understandable.
Mechanics	20	It uses correct spelling, punctuation and capitalization.
	15	It has occasional errors of spelling, punctuation and capitalizati
	10	It has frequent errors of spelling, punctuation and capitalization.
	5	It has dominated by errors of spelling. punctuation and capitalization.

Test validity refers to the extent to which a research instrument measures what it is intended to measure. In line with this principle, the writing test in this study is designed according to the objective of measuring students' descriptive writing ability. Therefore, the validity of the instrument focuses on content validity, which refers to the alignment between the indicators of descriptive writing ability and the materials, tasks, and scoring rubric used, ensuring that the test results accurately reflect students' writing ability.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2)(N \sum y^2 - (\sum y)^2)}}$$

Test reliability refers to the consistency of a research instrument in measuring students' abilities across different occasions or raters. In line with this principle, the reliability of the writing test in this study is ensured through the use of a clear and well-defined scoring rubric that provides consistent assessment criteria. Such consistency in scoring procedures helps ensure that the test results are stable, dependable, and reflective of students' actual descriptive writing ability rather than subjective judgment.

$$r_i = \frac{2r_{xy}}{1+r_{xy}}$$

RESULT AND DISCUSSION

The students' test results are presented in the following table :

Table 3. Score of Pre-Test and Post-Test of Experimental Group

No	Students' Initial	Score of pre-Test (X)	Score of Post-Test (Y)	X ²	Y ²	X.Y
1	Desi M	70	80	3600	7225	5100
2	Seni A	80	85	4225	7225	5525
3	Kaira N	55	80	900	2500	1500
4	Amad R	65	85	2025	3600	2700
5	Dafa A	65	85	3025	7225	4675
6	Devi M	70	90	3600	8100	5400
7	Ade L	60	75	2025	5625	3375
8	Ristia N	80	65	1225	4225	2275
9	Siti N	45	75	1225	5625	2625
10	Rifka H	70	85	3600	7225	5100
11	Jesi N	65	80	3025	6400	4400
12	Nur A	70	90	1225	8100	3150
13	Asiah A	60	75	2025	5625	3375
14	Aura P	65	70	2500	4900	3500
15	M Sidik	55	90	900	8100	2700
16	Aditia R	60	75	1600	5625	3000
17	Pitri K	50	65	1225	4225	2275
18	Padea S	50	70	1225	3600	2100
19	Hafizah	80	85	6400	7225	6800
20	Refan S	65	90	2500	8100	4500
21	Rani H	70	75	3025	5625	4125
22	Diah F	70	85	3600	7225	5100
23	Naura S	70	85	3600	7225	5100
24	Rifki M	65	75	2025	5625	3375
25	Sri S	65	75	6400	9025	7600
Total		$\sum x$ 1620	$\sum y$ 1990	$\sum x^2$ 95100	$\sum y^2$ 143950	$\sum x.y$ 115775

Based on the table, it showed that :

$$M = \frac{\sum x}{N} \times 100$$

$$M = \frac{1620}{25} \times 100 = 64,8$$

$$M = \frac{\sum y}{N} \times 100$$

$$M = \frac{1990}{25} \times 100 = 79,6$$

From the data above we could see that students' score in pre-test was lower than post-test. The average of students' score in pre-test was 64,8 and after giving treatment by using Canva on Instagram Application, it was increased 15,4% until the average score was being 79,6 in post-test.

From the data above, it can be seen thatt the highest and lowest values in the pre-test are :

1. Score 80 are 4 students.
2. Score 70 are 7 students.
3. Score 65 are 6 students.
4. Score 60 are 3 students.
5. Score 55 are 2 students.
6. Score 50 are 2 students.
7. Score 45 are 1 students.

From the data above, it can be seen thatt the highest and lowest values in the post-test are :

1. Score 95 are 3 students.
2. Score 90 are 2 students.
3. Score 85 are 7 students.
4. Score 80 are 3 students.
5. Score 75 are 6 students.
6. Score 70 are 2 students.
7. Score 65 are 2 students.

Table 4. The Score of pre-test and post-test in control group.

No	Students' Initial	Score of pre-Test (X)	Score of Post-Test (Y)	X ²	Y ²	X.Y
1	Amel S	50	75	3025	5625	4125
2	Naura S	50	75	3025	6400	4400
3	Janah N	60	70	4225	6400	5200
4	Ridho P	65	70	4225	7225	5525
5	Nur S	40	65	2500	4225	3250
6	Riska A	65	85	3600	7225	5100
7	Celsi M	40	70	3025	4900	3850
8	Arif G	45	65	3025	4225	3575
9	Rehan A	50	70	3600	6400	4800
10	Dwi S	70	65	4900	5625	5250
11	Dinda S	50	75	3600	6400	4800
12	Fazri P	45	65	3025	4225	3575
13	H Husna	40	65	2500	4225	3250
14	Raya A	70	70	4900	4900	4900
15	Indri A	55	75	4225	6400	5200
16	Nazla A	65	85	4900	7225	5950
17	Shafa A	55	70	4225	5625	4875
18	Fitra R	50	75	3025	6400	4400
19	Fans A	60	70	4225	4900	4550
20	Putri A	65	75	4225	6400	5200
21	Zahra G	65	80	4900	6400	5600

22	Suci S	60	85	4225	7225	5525
23	Nadla G	60	80	3600	6400	4800
24	Wendi S	50	75	3025	3600	3300
Total		$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum x.y$
		1330	1750	73500	127250	95525

Based on the table, it showed that :

$$M = \frac{\sum x}{N} \times 100$$

$$M = \frac{1330}{24} \times 100 = 55,4$$

$$M = \frac{\sum y}{N} \times 100$$

$$M = \frac{1750}{24} \times 100 = 72,9$$

From the data above we could see that students' score in pre-test was lower than post-test. The average of students' score in pre-test was 55,4 and after giving treatment by using Canva on Instagram Application, it was increased 18% until the average score was being 72,9 in post-test.

From the data above, it can be seen that the highest and lowest values in the pre-test are :

1. Score 70 are 2 students
2. Score 65 are 4 students
3. Score 60 are 4 students
4. Score 55 are 3 students
5. Score 50 are 6 students
6. Score 45 are 2 students
7. Score 40 are 3 students

From the data above, it can be seen that the highest and lowest values in the post-test are :

1. Score 85 are 3 students
2. Score 80 are 3 students
3. Score 75 are 4 students
4. Score 70 are 8 students
5. Score 65 are 6 students

CONCLUSION

Based on the findings of this study, it can be concluded that the integration of Canva and Instagram has a significant positive effect on students' ability to write descriptive texts. The students who were taught using Canva and Instagram achieved better writing performance than those who were taught through conventional teaching methods. This improvement was reflected in the higher post-test mean score obtained by the experimental class compared to the control class.

The result of the Independent Sample t-test showed that the obtained t-value (5.59) was higher than the critical t-value (2.03) at the significance level of 0.05 with 47 degrees of freedom. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This indicates that the use of Canva integrated with Instagram significantly improved students' descriptive writing skills. Furthermore, the implementation of Canva and Instagram provided students with opportunities to express their ideas creatively, develop their vocabulary, organize their writing more effectively, and increase their motivation to participate in the learning process. The visual and interactive features offered by both platforms created a more engaging learning environment and supported students in

producing better descriptive texts. Canva and Instagram can be considered effective digital learning media for teaching writing, particularly descriptive text writing, and can be recommended as innovative tools to support English language learning in secondary schools.

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