



**THE USE OF CANVA-BASED INTERACTIVE ANIMATION VIDEO IN
LEARNING DESCRIPTIVE TEXT WRITING SKILLS AT SMPN 18
MALANG: STUDENTS' PERCEPTION**

THESIS

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**UNIVERSITAS ISLAM MALANG
MASTER PROGRAM
ENGLISH LANGUAGE TEACHING STUDY PROGRAM**

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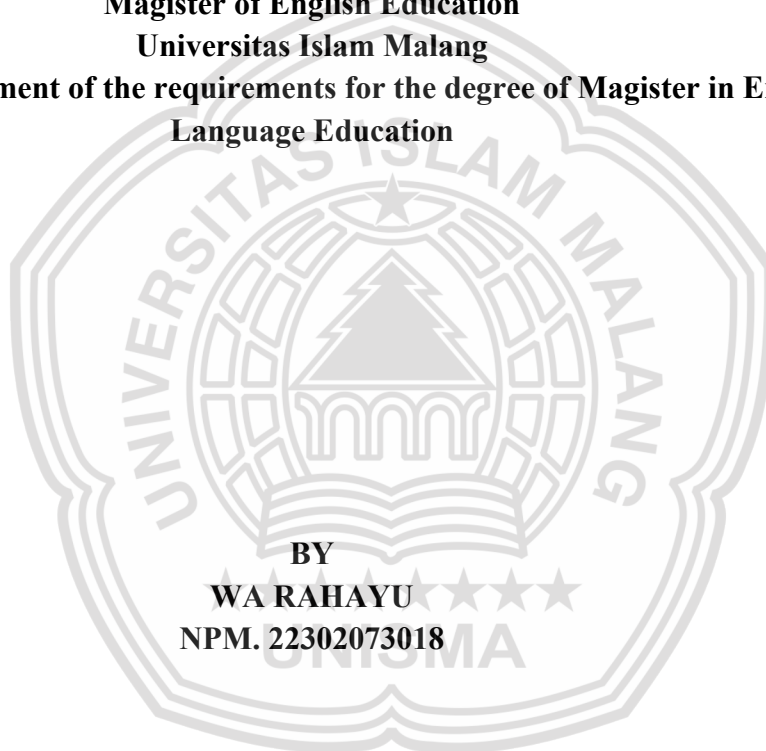
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**In partial fulfillment of the requirements for the degree of Magister in English
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ABSTRACT

Rahayu, Wa. 2025. The Use of Canva-Based Interactive Animation Video in Learning Descriptive Text Writing Skills at SMPN 18 Malang: Students' Perception. Thesis, Magister of English Education Universitas Islam Malang.

Advisors: Dr. Dzul Fikri, S.S., M.Pd. and Dr. Imam Wahyudi Karimullah, S.S., M.A.

Keywords: Canva-based interactive animation video, learning descriptive text, writing skills, students' perception.

Interactive learning media with through digital platforms, teachers can provide lesson materials in various formats such as videos, animations, and educational games, which help enhance students' engagement, understanding, focus, critical thinking and active participation. This demonstrates how the teachers adapt to the learning style characteristics of today's students. one of them is Canva-based interactive animation video in learning descriptive text writing skills.

This study focuses on students' perception using the TAM model, which includes Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) and students' perception about the aspects of writing skills that the interactive animation video highlights to facilitate students in their writing skills descriptive text.

A mixed-method approach was conducted using quantitative and qualitative data collected through a Likert scale questionnaire and interviews. Quantitative data were obtained from Likert scale questionnaire which was distributed to 34 students in Class B at SMPN 18 Malang, while qualitative data were gathered through semi-structured interviews with three selected students (A, B, and C) representing high, medium, and low levels of writing skills.

The result of this research showed that students' perception on Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) indicate that Canva-based interactive animation video has a significant positive perception on students' descriptive text writing skills in learning process.

Furthermore, three themes were analyzed to represent aspects of writing skills where three students chose in this research to interviews them with their different skills from A, B and C. Each student demonstrated his or her own strengths and weaknesses in addressing the challenges he or she faced, and also showed that the interactive animation video in learning descriptive text writing skills that the this



facilitated all aspects of descriptive text writing skills, particularly in vocabulary, grammar, and content.



ABSTRAK

Rahayu, Wa. 2025. Penggunaan Video Animasi Interaktif Berbasis Canva dalam Pembelajaran Keterampilan Menulis Teks Deskriptif di SMPN 18 Malang: Persepsi Siswa. *Tesis*, Program Magister Pendidikan Bahasa Inggris, Universitas Islam Malang.

Pembimbing: Dr. Dzul Fikri, S.S., M.Pd. dan Dr. Imam Wahyudi Karimullah, S.S., M.A.

Kata Kunci: video animasi interaktif berbasis Canva, pembelajaran teks deskriptif, keterampilan menulis, persepsi siswa.

Media pembelajaran interaktif melalui platform digital memungkinkan guru menyajikan materi pelajaran dalam berbagai format seperti video, animasi, dan permainan edukatif yang dapat meningkatkan keterlibatan, pemahaman, fokus, berpikir kritis, dan partisipasi aktif siswa. Hal ini menunjukkan bagaimana guru menyesuaikan pembelajaran dengan karakteristik gaya belajar siswa masa kini. Salah satu bentuk media tersebut adalah video animasi interaktif berbasis Canva dalam pembelajaran keterampilan menulis teks deskriptif.

Penelitian ini berfokus pada persepsi siswa dengan menggunakan model Technology Acceptance Model (TAM), yang mencakup *Perceived Ease of Use* (PEOU) dan *Perceived Usefulness* (PU), serta persepsi siswa terhadap aspek-aspek keterampilan menulis yang disorot dalam video animasi interaktif guna memfasilitasi kemampuan mereka dalam menulis teks deskriptif.

Penelitian ini menggunakan pendekatan campuran (*mixed-method*) dengan data kuantitatif dan kualitatif yang dikumpulkan melalui angket skala Likert dan wawancara. Data kuantitatif diperoleh dari angket skala Likert yang dibagikan kepada 34 siswa kelas 7B SMPN 18 Malang, sementara data kualitatif dikumpulkan melalui wawancara semi-terstruktur dengan tiga siswa terpilih (A, B, dan C) yang mewakili tingkat keterampilan menulis tinggi, sedang, dan rendah.

Hasil penelitian menunjukkan bahwa persepsi siswa terhadap *Perceived Ease of Use* (PEOU) dan *Perceived Usefulness* (PU) menunjukkan bahwa penggunaan video animasi interaktif berbasis Canva memberikan persepsi positif yang signifikan terhadap keterampilan menulis teks deskriptif siswa dalam proses pembelajaran.

Lebih lanjut, tiga tema dianalisis untuk merepresentasikan aspek-aspek keterampilan menulis berdasarkan wawancara dengan tiga siswa yang memiliki

kemampuan menulis yang berbeda. Setiap siswa menunjukkan kekuatan dan kelemahan masing-masing dalam menghadapi tantangan, serta menunjukkan bahwa video animasi interaktif dalam pembelajaran menulis teks deskriptif ini mampu memfasilitasi seluruh aspek keterampilan menulis, khususnya dalam hal kosakata, tata bahasa, dan isi tulisan.



CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the objective of research, significance of the research, as well as definition of the key terms. Each of these aspects will be discussed in the following sections.

1.1 Background of the Research

Integration of technology into learning media enhances the learning experience by providing a variety of diverse and interactive tools that cater to different learning styles, making education more engaging and encouraging for students. It can assist students in their learning process, in line with the standards for schools in the 21st century, often referred to as the age of digitalization, which is closely related to the application of technology in education (Eggen, 2012).

As technology advances, it also offers opportunities for the development of teachers' skills that are more relevant to the demands of the times. This not only improves the quality of learning but also strengthens the role of teachers in facilitating students to face the challenges of an increasingly digital world. Moreover, this application aims to create innovative learning, which is one approach that can help teachers enhance their professional competence (Ariani et al., 2020).

Learning media often provides a target or reference to achieve competence in learning through their implementation. It also facilitates

them in creating innovative learning experiences and supporting their professionalism. This approach is also reflected in the current education curriculum, the Merdeka curriculum, which strongly supports teachers' freedom to determine the methods and strategies used in classroom learning (Izza et al., 2020). Teachers have the freedom to independently interpret the curriculum before delivering it to students, enabling them to address each student's need during the learning process.

Interactive learning media needs to be considered by teachers because this can be used as one of the appropriate methods or strategies that can be utilized by teachers to enhance student engagement, facilitate active participation, and improve overall learning outcomes. According to Woolsey (2006) teacher performance can be assessed based on its impact on student learning outcomes and the characteristics of their teaching activities. In the process, it is the responsibility of every teacher as an educator to create enjoyable, active, and creative learning experiences (Undang-undang, 2003).

Using interactive learning media with the help of digital platforms, teachers can provide lesson materials in various formats such as videos, animations, and educational games, which can enhance students' engagement, understanding, focus, critical thinking and active participation. This demonstrates how the teachers adapt to the learning style characteristics of today's students. According to Faisal et al. (2020) it is important to adjust the learning styles of students, both in teaching methods, strategies, and in the preparation of teaching materials that will be used in

the classroom learning process. By implementing this approach, teachers can create a learning environment that aligns with students' needs and improves the performance of the learning process.

Canva is a web-based design application featuring a modern learning management system (LMS), offering easy customization and a comprehensive set of tools for creating various design formats tailored to users' preferences, tastes, and needs. This makes the application both highly efficient and user-friendly. Learning can be enhanced by utilizing Canva (Tanjung & Faiza., 2019; Hapsari & Puspita, 2021). Additionally, Canva also aims to help students reduce the time they spend in traditional classrooms and educational institutions Utami & Suriyani (2021) and it also offers features including presentations, resumes, banners, videos, flyers, designs, infographics, bookmarks, and notifications, all of which are available on Canva (Ritonga & Arsyad, 2022).

This application is accessible on smartphones, tablets, computers, or laptops, making it convenient for teachers to design learning materials. Moreover, Canva enables teachers to create engaging educational content and demonstrate their creativity through the use of this tool (Farhan et al., 2019). Interestingly, these features can be further developed into various forms, types, and functions, all customizable to meet the specific needs of users, as they can take advantage of the diverse editing elements available in the Canva application.

This includes the video feature in Canva, which allows teachers to create interactive content, make animations, and edit video creatively with

an intuitive drag-and-drop interface, users can incorporate text, effects, transitions, and audio, providing a complete multimedia editing experience and then offering a wide range of options for producing engaging and professional content. Thus, the teachers can create interactive animation video as learning media in the classroom, allowing students to be engaged in the learning process, which in turn can improve their learning outcomes.

According to Andrasari (2022) animation video is an ideal choice for students, as they can broaden their perspectives and offer a more immersive learning experience, where students are engaged beyond just watching or listening. Furthermore, this video can enhance students' critical thinking skills, as it is designed to encourage active engagement and openness, directly stimulating their imagination and they are able to visualize learning concepts more clearly, making them easier to understand and apply. Learning media plays a vital role and has a significant impact on engaging students' senses. (Hamid et al., 2020).

Based on the benefits mentioned above, this is a useful tool for presenting learning materials in the classroom, particularly for learning English, with a focus on descriptive writing text. It is utilized to help students learn how to understand descriptive text and write it. In English language learning, particularly for seventh-grade students in junior high school, they are taught to recognize various types of texts to develop their writing skills, one of them is descriptive text.

A descriptive text is intended to describe an object, thing, person, place, animal, or other subjects in detail, allowing readers to understand and

explain it clearly. In this context, the focus is on the writing and descriptive text based on images and composing simple texts about people. By analyzing these images, students can learn to pay attention to details such as appearance, colors, size, shape, and other characteristics, which are essential elements in creating accurate and detailed descriptions. Describing involves organizing the characteristics of the subject, starting with their name, classifying them, and addressing their traits, behaviors, functions, and more (Rohman et al., 2024).

Furthermore, the structure of a descriptive text consists of: 1) Introduction: Introducing the object being described, 2) Description: A detailed explanation or depiction of the object's attributes or characteristics, and 3) Conclusion: Summarizing the overall impression or final thoughts about the object being described. Additionally, the descriptive text created by the students will later be assessed by the teacher based on writing aspects, including content, organization, grammar, vocabulary, and mechanics of the text. Through this text, students can learn how to write and describe objects or people clearly and in detail, which is an essential skill for junior high school students (Porat et al., 2018; Sutarman et al., 2019).

Although writing is one of the four main skills in English, it is often the most challenging for students to master compared to the other skills. According to Anh (2019) writing is often considered the most difficult and complex skill to learn. Therefore, the process is often viewed as ineffective and takes considerable time for master. It also requires additional skills closely related to cognitive abilities. Moreover, the skill requires an

understanding of grammar, vocabulary, and coherence, making it a particularly difficult area for students to develop and there are still several challenges that students face in their writing skills, such as students struggling to select the appropriate words, using incorrect tenses, having limited vocabulary, difficulty in choosing topics, arranging sentences correctly, developing main ideas into descriptive sentences, word choice, coherence between sentences and paragraphs, as well as the organization and flow of ideas between sentences and paragraphs.

These issues were encountered during the researcher's experience in the Master's Candidate Service Program in the first grade at SMPN 18 Malang. Another reason is that SMPN 18 Malang still employs the traditional, teacher-centered teaching method, in which the teacher is the primary source of knowledge and the focal point of the learning process. This model places more emphasis on the teacher's activity rather than the students. The teacher continues to rely on lectures, without actively engaging the students.

Besides that, the media used are still limited to textbooks, with little integration of other online resources, apart from Canva which has been used a few times in class, likely due to the lack of teacher training in using digital tools effectively. Additionally, teachers are still unable to develop this application in an interactive and innovative way as a learning media that can capture students' attention and engage them fully in the learning process. This is in contrast to the guidelines outlined in Permendiknas RI (2007) which emphasize that learning activities, both at the elementary and

secondary levels, should be interactive, inspiring, enjoyable, challenging, and capable of motivating students to participate actively.

Several previous studies have proven the effectiveness of using Canva to create learning video and have emphasized its useful. For example, Ikhlasmu et al. (2023) examined the Canva application as a learning media for video creation, where the result of this study concluded that the Canva application was both feasible and effective for use as a learning tool, as it makes lessons more engaging and enjoyable. Similarly, the research by Nurulaeni & Suhada (2024) explored the students' caring behavior toward the environment through animation video-assisted by the Canva application, and found that animation video with Canva could capture students' attention and ignite their imagination.

Furthermore, Hidayah et al. (2023) analysed the use of learning materials using Canva video and indicated that Canva's potential as an effective learning media. In addition, Fiidznillah et al. (2023) assessed the Canva application for creating thematic learning video and showed that Canva-based learning video were very feasible to use in learning. Lastly, Melinia & Nugroho (2022) investigated the creation a video using the Canva application as an English learning media of recount text material and demonstrated that the Canva application was helpful and easy for teachers to create educational video.

Previous studies have emphasized the use of Canva video as learning media and their effectiveness. However, the use of Canva-based interactive animation video as learning media does not explore further and how

students' perceptions about this, as well as their perceptions of identifying the aspects writing skills that the Canva-based interactive animation video highlights facilitate students' writing skills in Descriptive text. Based on the research gap, the researcher proposes two research questions:

1. What are students' perceptions of using Canva-based interactive animation video in learning descriptive text writing skills at SMPN 18 Malang?
2. What are the students' perceptions of the aspects writing skills in descriptive text that Canva-based interactive the animation video highlights to facilitate students' writing skills in Descriptive text?

1.2 The Objective of Research

The purpose of this research is to know the students' perception of using Canva-based interactive animation video in learning descriptive writing skills and their perceptions of the aspects writing skills in descriptive text that the interactive animation video highlights to facilitate students' writing skills in descriptive text at SMPN 18 Malang.

1.3 Significance of the Research

1. Theoretical Significance

This research will give some useful about Canva-based interactive animation video in learning descriptive text writing skills. This research is expected to be used as a reference for other researchers to conduct research in the learning process. Hopefully, the result of this study is useful for students, teachers, and all of the readers.

2. Practical Significance

- a. For English teachers, the Canva application allows them to be innovative and creative, motivated in creating learning media, especially interactive animation video for their learning writing skills in descriptive text.
- b. For students, this information is expected to be useful for them to gain comprehensive understanding, be engaging, active, stimulate their critical thinking, and increase interactivity and motivation through Canva-based interactive animation video.
- c. For future researchers, this can serve as research using the same method to create Canva-based interactive animation video or to improve and update it.

1.4 Definition of the Key Terms

- a. Perception is the process by which students at SMPN 18 Malang interpret and assign meaning to the stimulation they receive from their surrounding environment.
- b. An interactive animation video is a form of audio-visual communication that combines audio (sound) and visual (images, videos, graphics) elements. By integrating animation, exercises, games and visualization, it serves as an effective media for communication and interaction.
- c. Descriptive text

Descriptive text is a type of writing that aims to provide detailed descriptions of an object, place, person, or event, enabling readers to visualize or experience what is being.



CHAPTER VI

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher provides the conclusions that related to this research and give suggestions. The conclusion of this research made based on the results and data discussion. The suggestions are giving to the lecturer, the students, and the next researchers.

6.1 Conclusion

Based on the data obtained from the explanations in the previous chapter, the conclusion of this study is drawn based on the related research results to answer the research questions in this study. There are 2 indicators considered in the use of the Canva-based interactive animation video in learning descriptive text writing skills. The results of the questionnaire in this study showed a percentage of 66.73%, which falls within a high grading interval, indicating that Canva-based interactive animation video highly impacts students' descriptive text writing skills in learning process.

These three themes related to the use of Canva-based interactive animation video which were analyzed with three interviewed students, who have different skill levels, student A, B, and C. Each student has their own strengths and weaknesses in addressing the challenges they face and the result of this research indicate that the interactive animation video was successful in learning descriptive text writing skills, even though they had different skill levels and the video facilitated all aspects of descriptive text writing skills, particularly in vocabulary, grammar, and content.

6.1.1 Suggestion

The researcher would like to provide some suggestions in this section that relate to the research findings. The teacher, the students at SMPN 18 Malang, and the next researchers.

6.1.2 Suggestion for the Teacher

The researcher suggests that the teacher implements and develop similar learning media, integrated with other tools, to facilitate their writing skills at different levels.

6.1.3 Suggestion for the Students

The researcher suggests the students to more explore with another interactive animation video to increase their passion and motivation in learning English especially in writing skills.

6.1.4 Suggestion for the Future Researchers

It is expected that the findings of this research encourage other researchers to conduct out further research. This research was focus of students' perception on this video, the researcher hopes that future researches will explore similar topics, investigate different English language skills, gather opinions from both teachers and students with diverse learning styles, and examine the connection between teaching methods and learning in today's era.

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