

THE EFFECTIVENESS OF USING TRANSLATED LOCAL SONGS TO TEACH ENGLISH VOCABULARY AT THE TENTH GRADE OF SMK N 1 SAPURAN, WONOSOBO IN THE ACADEMIC YEAR OF 2022/2023

Ovy Adhityaningrum^{1*}, Junaedi Setiyono², Sri Widodo³

^{1,2,3}Universitas Muhammadiyah Purworejo (INDONESIA)

*ovyadhityaningrum290@gmail.com

Abstract

The objectives of this study was to determine the effectiveness of using the Canva application as a learning medium to improve learning outcomes of procedure texts in class X MAN 3 Kebumen in the Academic Year of 2022/2023.

This type of research is quantitative. This research is a pre-experimental study with a one group pre-test and post-test design. The researcher took one class as the sample which was the subject of this study is class X MIPA 2. The instrument used in this study is a test. Researcher used pre-test and post-test in collecting data, before doing the post-test researcher provide treatment. Data analysis technique is descriptive analysis and inferential analysis.

Based on calculations, the pre-test mean score was 57.84 , while the post-test mean score was 71.84. The pre-test median was 60.00, while the post-test median was 68.00. The pre-test standard deviation was 12.91, while the post-test standard deviation was 6.95. The both scores was categorized good. To find out whether the hypothesis is accepted or rejected, researcher used t-test. The result of the Sig.(2-tailed) is $0.002 < 0.05$. It can be concluded that the hypothesis "*Effectiveness of Using Canva Application as a Learning Media to Improve the Learning Outcomes of Procedure Text at the Tenth Grade of MAN 3 Kebumen*" was accepted.

Keywords: Effectiveness, *Canva Application*, Improve, Learning Outcomes

1 INTRODUCTION

In the development of this digital era, various developments in science and technology have occurred very rapidly. This is marked by the existence of the latest technology and also learning applications that spread quickly and widely in every part of life, including in the world of education.

The goals and functions of education are contained in article 3 of the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, namely: "*Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban yang martabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab*".

As stated in the Minister of Education and Culture Regulation No. 65 of 2013 concerning the use of information technology to increase the efficiency and quality of learning. The use of information technology makes learning activities in schools more interesting, active and creative. The aim is to encourage the implementation of effective and efficient learning. Thus, information technology-based learning is an effort to improve teaching and learning outcomes.

In order to synergize the learning modernization process, it is necessary to change the paradigm carried out by the teacher in carrying out the learning process in schools. Now teachers must be able to master and operate information technology and apply it in learning in the classroom. This aims to improve the quality of learning and the quality of graduates (*output*) who are able to compete in this modern era. Current learning is more directed at modernization activities with the help of sophisticated technology with the hope of helping students digest subject matter in an interactive, productive, effective, inspiring, constructive, and fun way. In addition, students are also expected to have life skills from the application of these technologies.

The use of applications intended for learning in schools for students can make it easier to access various literature and scientific references needed quickly, so as to facilitate the teaching and learning process. This internet-based learning method is called e-learning (*electronic learning*). Recently, there has been a lot of learning using web-based media. One website that can be used to create learning media is *Canva*.

One of the newest media is 'Canva for Education'. *Canva* is a graphic design tool website; visual technology media with drag-and-drop formats and provides access to over a million photos, graphics, and fonts. It provides millions free images, photo filters, icons and shapes, and hundreds of fonts (Canva, n.d.). *Canva* as the website is one source of visual media that can be used as a window to the wider outside world language classes and, of course, a collection of authentic material that is easily accessible (Yundayani et al., 2019). Meanwhile, other researcher states that *Canva* is an online design program that provides a variety of equipment such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, bulletins, etc. and in *Canva*, we can also make a presentation. The types of presentations available in *Canva*, such as creative presentations, education, business, advertising, technology, and so on (Garris Pelangi, 2020).

According to [5] that the *Canva* application has an attractive design, with features that are easy to access with smartphones or laptops so that it can increase the creativity of teachers and students in designing learning media, besides that this application greatly saves time in designing learning media. In line with other researchers who state the benefit of implementation the *Canva* application, for example, (1) Having a variety of attractive designs; (2) Being ready to develop the imagination of educators and students in designing learning media considering the many elements that have been given; (3) Not needing much time or time in the design process; and (4) In designing, it is not necessary to use a PC, but it can be done through a gadget [7].

Based on observations at MAN 3 Kebumen, this School is a private school that has facilities and infrastructure capable of supporting and supporting learning using technology-based media, one of which is the *Canva* application. Availability of projectors as learning media and Wi-fi facilities that can be accessed by educators and students while in the school building.

However, the facilities provided by the schools mentioned above are still not optimally utilized for teaching and learning activities. And schools still use the *Canva* application for learning, but it's not optimal because it only becomes a stepping stone for students to work directly on the questions on the Google Form without understanding the previous material. Thus, the use of the *Canva* application to assist learning activities is still not implemented by teachers in schools, even though *Canva's* operation is relatively easy. This happens because there is still a lack of teacher knowledge about how to use *Canva* in learning activities and there is still a lack of use of technology-based learning media in schools, even though Wi-Fi facilities are already available in schools to support the implementation of digital-based learning.

Therefore, the researchers chooses MAN 3 Kebumen as the object of research to see the effect of using the *Canva* application on the quality of learning and student learning outcomes. I hope I can help students improve their learning, so that students are not only able to achieve KKM, but also able to achieve competency standards that show good performance in Procedure Text subjects. The results of observations and interviews with English subject teachers for class 10 IPA (*Ilmu Pengetahuan Alam*) showed that 75% of students still scored below the KKM, for the KKM score for Class 10 IPA (*Ilmu Pengetahuan Alam*) Procedure Text and Networks, namely 6,8.

Canva is an application that allows the creation of creative and varied learning. *Canva* is still rare and not even known by some teachers in Indonesia. The *Canva* service is assumed to be an alternative in responding to problems and challenges in classroom learning. Such as the limited time available in class, the lack of time to discuss in studying subject matter, and the limited time to correct student assignments. In addition, *Canva* can be a means of distributing assignments, submitting assignments instead of assessing the assignments that are submitted.

Based on the results of observations made by researcher in February, during the process of teaching and learning activities at MAN 3 Kebumen they still used conventional learning. This happens due to the lack of teacher expertise in using technology-based learning media and utilizing the available facilities. The lack of use of interesting learning methods makes students not enthusiastic in doing assignments and collecting learning assignments. Thus this makes it difficult for students to understand the starter system subject which then has an impact on low student learning outcomes.

Based on the above descriptions, the researcher is interested in conducting research with the title "*The Effectiveness of Using Canva Application as a Learning Media to Improve the Learning Outcomes of Procedure Text at the Tenth Grade of MAN 3 Kebumen*".

2 METHODOLOGY

This study uses pre-experimental design in the form of one-group pre-test post-test design using quantitative approach. The researcher gives the pre-test, after then the researcher gives the treatment, and after the treatment the researcher gives the post-test. [9] states that variable is everything which is settled by the researcher to be learn as the purpose to get information about these, and then get the conclusion. In this study, the dependent variable is the increase in student learning outcomes in procedural text material through the Canva application media. The researcher uses purposive sampling. Purposive sampling technique is used by the researcher because some considerations such as to limit the time, energy, and finance. By using this sampling, hopefully it can help the researcher to complete this research on time. According to [9] states that sample is a part of the total and characteristic which is had by the population. Then, [2] states that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target situation.

While the samples for this study were taken from the entire population, the authors chose one class for this study, namely class X which consisted of 25 student. Purposive sampling was used to select them. Purposive sampling can also be used to assess the success of certain initiatives with clients who have certain traits.

Pre-test and post-test are used by the researcher in this study to collect data. Pre-tests are administered prior to treatment, and post-tests are administered following treatment. Multiple-choice, matching, true-false, complete-the-question, and essay tests are among the possible formats. For this study, there are 25 multiple-choice questions.

The researcher must be objective to categorize the students' performance according to their respective classification. Then, the researcher would know the students' level of achievement in English reading skills [1]. Moreover, in measuring students' learning abilities on text procedure material, the researchers uses scoring as follows :

Table.1 Scoring Student's Vocabulary Mastery

Total of Question	Type of Question	Score each Number	Total Score
25	Multiple Choice	4	100

3 FINDING AND DISCUSSION

3.1 Data Description

The research was conducted for about three months. It started on January until Mei 2023. In conducting this research, the researcher made a research schedule to control and to check the progress of the research. From the explanation above, The population of this research is the tenth grade of MAN 3 Kebumen. The total of population is 183 students that divided into 7 classes.

The study focused on tenth-grade students in the academic year 2022/2023 and used one classes, X MIPA 2, as samples. Each class had 25 students. The data was collected from pre-tests and post-tests.

3.2 Descriptive Analysis

In this research, the variable being analyzed is the using canva application to improve the learning outcomes in procedure text. Descriptive analysis is utilized to describe this variable, including measurements of central tendency such as mean, median, and mode, and measurements of variation such as range, variance, and standard deviation [15]. The resulting data is as follows:

Table 2. Results of Descriptive Analysis

Descriptive Statistics											
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance	Median	Mode
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Statistic
Pre-Test Score	25	40	36	76	1446	57.84	2.58	12.91	166.64	60.00	60.00
Post-Test Score	25	28	56	84	1796	71.84	1.39	6.95	48.31	72.00	72.00
Valid N (listwise)	25										

According to the table, the pre-test mean score was 57.84, while the post-test mean score was 71.84. The pre-test median was 60.00, while the post-test median was 72.00. The pre-test mode was 60.00, and the post-test mode was 72.00. The pre-test standard deviation was 12.91, while the post-test standard deviation was 6.95. The pre-test variance was 166.64, and the post-test variance was 48.31. Furthermore, the pre-test range was 40 and the post-test range was 28.

In testing the normality of the data, the researcher used IBM SPSS 25 by applying Kolmogorov-Smirnov normality test. The computation of normality test using IBM SPSS 25 can be seen in the table below.

Table 3. Test of Normality Kolmogorov-Smirnov Using SPSS 25

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		25
Normal Parameter ^{a,b}	Mean	0.0000000
	Std. Deviation	3.25012976
Most Extreme Differences	Absolute	0.155
	Positive	0.085
	Negative	-0.155
Test Statistic		0.155
Asymp. Sig. (2-tailed)		.125 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

According to Field (2017: 575), the data can be said normal if the significance value is higher than the significance level (> 0.05). Meanwhile, the data can be said abnormal if the significance value is lower than the significance level (< 0.05). The computation above showed in the Kolmogorov-Smirnov column that the significance value of the pre-test and post-test was 0.25. Therefore, the significance value was higher than 0.05. It can be concluded that the data distribution of the pre-test and post-test was normal.

In this section, the researcher will discuss the hypothesis testing result. The researcher calculates the pretest-posttest mean and discovers 57.84 as the pretest mean and 71.84 as the posttest mean. When the two means are compared, it is evident that the mean of the posttest is greater than the mean of the pretest. The calculating paired-samples test formula to decide which hypothesis that will be accepted or rejected can be described by the following table:

Table 3. Result of paired samples test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Interval of the				
					Lower	Upper			
Pair 1	Pre-Test Score - Post-Test Score	-14.00	7.51	1.50	-17.10	-10.90	-9.33	24	0.00

From the SPSS computation, the difference across two means was 14.00. It shows that the treatment is effective. Furthermore, the result of SPSS shows the Sig. (2- tailed) is $0.00 < 0.05$. According to Field (2009:575), if the Sig. (2- tailed) is less than .05, the data is significantly different.

It can be concluded that there is a significant difference between the pretest-posttest data. It means that the hypothesis null (H_0) is rejected, and the hypothesis alternative (H_a) is accepted. Therefore, the researchers concluded that using the Canva Application as a learning media to improve procedure text learning results in class X MAN 3 Kebumen Academic Year 2022/2023 is effective.

3.3 DISCUSSIONS

In this section, the researcher is going to discuss the result of the research according to the descriptive analysis and inferential analysis. The detail of the discussion from the pretest-posttest scores were as follows:

The Effectiveness of Using Canva Application as a Learning Media to Improve the Learning Outcomes of Procedure Text at the Tenth Grade of MAN 3 Kebumen

1. Applying Canva in procedure text

From the pre-test result of X MIPA 2 of MAN 3 Kebumen, it was stated that the highest score of the pre-test was 76 and the lowest was 36. The mean of the pre-test was 57.84 , the standard deviation was 12.91, and the variance was 166.64. The student's score range was 36 to 76.

Meanwhile, from the post-test result, it was stated that the highest score of post-tests was 84 and the lowest was 56. The mean of post-test was 71.84, the standard deviation was 6.95, and the variance was 48.31. The students' score ranged from 56 to 84. Based on the computation of mean score, the mean of pre-tests was lower than the mean of post-test ($57.84 < 71.84$).

In addition to the previous statement, from 25 samples of pre-test, no student (0%) belonged to excellent level.

Meanwhile, eight students (32%) belonged to good level, nine students (36%) belonged to sufficient level, six students (24%) belonged to fairly sufficient level, and 2 students (8%) belonged to poor level. This means that some students are very lacking in understanding procedural text learning, before it is delivered using the Canva application applied in the teaching and learning process.

On the other side, from 25 samples of post-test, there was six student (24%) be longed to excellent level, 15 students (60%) belonged to good level, four students (16%) belonged to sufficient level, no students (0%) belonged to fairly sufficient level, and no students (0%) belonged to poor level. This means that most students experienced a significant increase in learning outcomes in procedure text material after the use of the Canva application was implemented in the teaching and learning process. As a result, there were no more students whose learning outcomes were lacking in the procedure text material that had been delivered through the Canva application.

2. Canva as a learning media in procedure text

Based on the presented data in the Table 4.6, the difference across two means was 14.00. It shows that the treatment is effective. Furthermore, the result of the computation of two-tailed significance value was 0.00.

According to [4], if the Sig. (2- tailed) is less than 0.05, the data is significantly different. It can be concluded that there is a significant difference between the pretest-posttest data. It means that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

As a result, the researcher concluded that the use of the Canva application was effective in improving learning outcomes for students of class X MAN 3 Kebumen, especially in procedural text material.

In previous studies the implementation of collaborative learning increases interactions between learners, improves the quality of learning and face-to-face interaction or online learning that uses technology, the questions that the researcher conveys to class X students MAN 3 Kebumen proved to be effective. Because looking at the results described in table 4.1 which are the results of the post-test, it shows that students experienced an increase after treatment using the Canva application media.

Then, learning outcomes are not standalone statements. They must all relate to each other and to the title of the unit and avoid repetition. The questions that the researcher conveyed to the students were connected according to the title and did not contain repetition, so that students did not easily say that the questions were too easy or too difficult for them.

Then, according to [3] Pedagogical abilities effectively impact social learning conditions. This is evident from the treatment that the researchers did in class X IPA 2 MAN 3 Kebumen and the results of the tests that were obtained, that overall most students improved in their respective pedagogical abilities. This can be seen in table 4.1 which is the result of the post-test.

3. Canva's features as a learning media in procedure text

Canva application has an attractive design, with features that are easy to access with smartphones or laptops so that it can increase the creativity of teachers and students in designing learning media, besides that this application greatly saves time in designing learning media. This is proven when the researcher delivers material to students, they look comfortable and interested in learning because of the features I use from the Canva application.

4. The Practicality of Canva's Usage

The benefit of implementation canva application, for example, (1) Has a variety of attractive designs; (2) Ready to develop the imagination of educators and students in designing learning media considering the many elements that have been given; (3) Does not need much time or time in the design process; and (4) In designing, it is not necessary to use a PC, but it can be done through a gadget. This is also what researchers do, when making designs for presentations of procedural text material that will be delivered to class X students of MAN 3 Kebumen.

5. Canva's Usage as State of the Art of Learning Media

In the development of utilizing the Canva application in learning media, it is interesting that the reason to be discussed is the means of learning media in the sense of utilizing technology as a practical learning media, practical in terms of its use, time, and the results that can be obtained. As a learning media, there are many subjects that can be applied in technology, especially in the Canva application. For example, such as learning on procedural text material, students are not only fixated on books and written texts that they are used to seeing, but how can they learn to use the technology to create their own texts they are used to seeing, but in this Canva application, teachers and students are able to utilize colors, atmosphere, images, as well as utilize colors, atmosphere, images, and other symbols that can be used through design in the Canva application.

According to Faiza quoted by [5], the Canva application has an attractive design, with features that are easily accessible via smartphones or laptops so that it can increase the creativity of teachers and students in designing learning media, besides that this application is very useful. save time in designing learning media. Therefore, the Canva application is suitable for increasing students' understanding of procedure text subjects. Then from the calculations in the previous section; Researchers concluded that using the Canva application to improve student learning outcomes in class 10 MAN 3 Kebumen was effective.

This study supported previous study by Fauziyah, et.al (2020) which investigated the effective use of the Canva application for writing procedure texts. Researchers stated that the use of CALLA can be used as a solution to develop writing skills, as well as improve student learning outcomes because it is supported by various approaches that are easy for each student to use. Researchers also found many advantages when using the Canva application in teaching procedure text material. Students became more active in asking questions about parts they did not understand from the procedure text material because of their interest in writing researchers using the Canva application.

4 CONCLUSIONS

From the calculation of the paired test, a two-way significance value of 0.00 is obtained. Compared to the 5% significance level (0.05), the calculation shows that the two-sided significance value is lower than the 5% significance level ($0.00 < 0.05$). Thus, the alternative hypothesis (H_a) is accepted. This means that using the Canva application to improve learning outcomes in the class X MAN 3 Kebumen Procedural Text subject for the 2022/2023 academic year is effective.

REFERENCES

- [1] Arikunto. (2013). PROSEDURE PENELITIAN: Suatu Pendekatan Praktik (Edisi Enam). Rineka Cipta.
- [2] Creswell, J. W. (2012). Educational Research (4th ed.). Boston: Pearson Edition.
- [3] Cundill, G., & Rodela, R. (2012). A review of assertions about the processes and outcomes of social learning in natural resource management. *Journal of Environmental Management*, 113(September), 7–14. <https://doi.org/10.1016/j.jenvman.2012.08.021>
- [4] Field, A. (2017). *Discovering Statistics Using IBM SPSS Statistics*. In Dk (5th Edition). SAGE edge.
- [5] Maryunani. (2021). Meningkatkan Prestasi Belajar Siswa dalam Pembelajaran Daring di Masa Pandemi Melalui Aplikasi Canva untuk Kelas VI SDN Krembangan Selatan III Surabaya. *Jurnal Inovasi Pendidikan Dasar*, 4(1), 190–196.
- [6] Mudinillah, A., & Rizaldi, M. (2021). Using the Canva Application as an Arabic Learning Media at SMA Plus Panyabungan. *At-Tasyrih*, 7(2), 17-28.
- [7] Mudinillah, A., & Rizaldi, M. (2021). Using the Canva Application as an Arabic Learning Media at SMA Plus Panyabungan. *At Tasyrih: Jurnal Pendidikan Islam*, 2(1), 2580– 5711.
- [8] Permendikbud No 65 Tahun 2013. Tentang standar proses pendidikan dasar menengah.
- [9] Sugiyono. (2015). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. [10]C. Setiawan, “Improving Students’ Vocabulary Mastery Through Listening Song,” *Proj. (Professional J. English Educ.*, vol. 2, no. 3, p. 392, 2019.
- [11] Undang- undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Pasal 3.