CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing abilities became crucial while creating textual content, especially in English. As a result, people had to become proficient writers in the English language to write and speak clearly with others well. For this reason, writing became a crucial skill everyone needed to possess. Writing was one of the four key talents that students needed to be proficient in, making it a critical skill to learn in the context of Education. However, learning this skill was more complex for students. This assertion was consistent with the findings of Richards and Renandya [1] who asserted that mastering writing was the most challenging skill for learners of second or foreign languages. By mastering writing skills, students can transfer ideas well so that readers can understand their writing [1]. Therefore, to get other's understanding, students had to deliver their ideas with a good concept and structure. It contained a mixture of grammar, diction, vocabulary, and students' imagination to create good writing.

Students in writing face problems, including psychological problems, linguistic problems, and cognitive problems [2]. This means that writing was a need that students often had to complete. But, because of certain situations, this not only had a psychological impact but could also cause problems regarding the content students would convey. Losing ideas was a familiar experience when students engaged in this activity. This was closely related to students' psychological impact in developing essay outlines in writing classes. Things that needed to be considered for this were that students must first understand the rules of writing before producing good writing. Hensel quoted in Agesta [3] which stated that there were many writing problems, such as in using grammar and punctuation difficulties. This happens to students due to many factors, such as their need for more ability to read, translation, and practice in writing.

In writing class, a paragraph must be neatly arranged according to the rules of writing, such as capital letters and punctuation, which need to be paid attention to and understood by every

reader, especially students. Not only capital letters but the use and placement of punctuation marks have also been understood to support language skills [4]. Writing skills were the ability to compose, which was very important for students in supporting learned activities. Problems in composing could be seen from the length of the essay, the use of grammar in the form of spelling and punctuation, the maturity/abstractness of the theme, the size of sentences, vocabulary, and the form of handwriting and letters [4]. This was why writing was considered difficult to do as a language activity. Many people complained about this, including students in higher Education, and even people who had graduated from college complained about the difficulty of writing. As a result, this complaint eventually became a general opinion that writing was indeed tricky. Elina [4] stated that continuous writing practice was needed to get used to it and become skilled. Writing activities, especially writing paragraphs in the paragraph writing subject, would train students to compose sentences so that they could be proficient in using good grammar.

According to Hadiani [3] writing was the way the mind's thoughts were organized and expressed. Therefore, writing is an invention that produces written work when students can complete the writing they have written and put it into an essay. This also includes the student's process of thinking by observing many things. Students could express their feelings, ideas, experiences, and desires in an essay or story by writing. In writing classes, out of all the linguistic skills, writing was the most important. This is because writing assesses a writer's cognitive abilities since it requires trained memory, language skills, and thinking ability [5]. Better paragraph writing results from the writer's understanding of writing ideas such as topic sentences, supporting sentences, details, closing phrases, cohesion, connecting words, arrangement, punctuation, and grammatical elements. In addition, writers need to go back and revise their work multiple times, which makes for a challenging writing process and work that is simple enough for readers to understand.

There were many challenges that students must face when writing a paragraph. Apart from students being required to understand the rules of good and corrected writing, another challenge felt by students in paragraph writing class was thinking that writing studied could have been more exciting. This situation could be called boredom in the learning process. Boredom in learning was a condition where students felt tired and bored. Boredom was a human thing. Everyone could

experience it, including students. Students often complained about boredom studying at every opportunity. When learned boredom reaches students, this usually has negative consequences for learned achievement. Even though the learning process was quite long, the results could have been more optimal. This was because the students were bored, which means the way the brain worked could have worked better. To achieve learned objectives, a facility, tool, or anything that helps the learned process was needed, whether it was objects around the student's environment or the meaning of learned media. Choosing suitable media could also increase students' interest and motivation to learn.

Learning media are linked to technology use in the information and communications technology (ICT) era. Students who use learning media can preserve more significant amounts of the knowledge they learn [6]. In the current digital era, where students have access to technology on their palms, which is used extensively in classrooms [5]. Technology should support and improve language acquisition. Wu, Chen Hsieh, and Yang [5] stated technology is frequently utilized to support language teaching and learning because of its unique qualities, which include mobility, reachability, personalization, spontaneity, and ubiquity. Digital media with features made it easier for learners to enable more varied and non-monotonous learning. That is why digital media and technology have been used as a solution to overcome this in writing studies. Current technological developments have made various types of media a means of learning. Canva was one application that became a solution to increase student creativity by acquiring IT skills and expressing ideas comprehensively [7]. Canva was a creative and inventive tool that might enhance the teaching and learning process and assist students in growing as collaborative learners. Canva was utilized in the classroom as a valuable digital tool to boost student enthusiasm [7].

This was in line with the problems in a paragraph writing class at Majapahit Islamic University. Lecturers in the paragraph writing class at Majapahit Islamic University thought the writing course was challenging for students and tedious because it only had reading and writing activities. This was also supported by the online learning factor, which was still in force then, and students were less active in learning. Teaching lecturers found it challenging to control the writing class and looked for media that could be used for collaboration. One way was to use Canva for collaborative writing. By using Canva, lecturers could supervise and provide direct feedback through the application. Because the teaching lecturers at that time used the (PjBL) project-based

learned method, students had to have products produced from the course. Through this project, it was hoped that students would remain active in learning even though it was online. However, the lecturer also had other views on using Google Forms as a medium. Still, by using Canva, students could be more creative in producing written work, so Canva was used as a tool for teaching writing at Majapahit Islamic University. In light of the background information provided above, the researcher conducted a study titled "EFL LEARNER'S PERCEPTION IN USING CANVA APPLICATION ON PARAGRAPH WRITING CLASS".

1.2 Formulation of the Problems

Formulation of the problems of the present research were formulated as follows:

a. What are the EFL learners' perceptions of the Canva application in a Paragraph Writing class?

b. What are the EFL learners' perceptions when working on projects in a Paragraph Writing class?

1.3 The Purposes of the Study

The purpose of this study could be described as follows:

a. To know about the EFL learners' perception of Canva application in Paragraph Writing class.

b. To know about the EFL learners' perceptions when working on projects in the Paragraph Writing class.

1.4 The Significances of the Study

1. Theoretical Significance

   1) Describing any further researcher who wants to research the same problem. Hopefully, this research will became a source of information and reference.

   2) Describe the EFL learners' perceptions using the Canva application in paragraph writing class and learn about the EFL learners' perceptions when working on projects in paragraph writing class.

2. Practical Significance

1) For the Researcher

Gained knowledge and understanding of the EFL learners' perception of the Canva application in the paragraph writing class, and know about the EFL learners' perception when working on projects in the paragraph writing class.

2) For the EFL Learners

This research was applied to help the EFL learners find solutions to the challenges of their project in the paragraph writing class and motivate them to try creating another online book through the Canva application.

1.5 Limitation of the Study

This research was limited to determining EFL learners' perceptions of using the Canva application in paragraph writing class. It also investigates how EFL learners experience using the Canva application in their project in the paragraph writing subject. Researched data was collected through focus group discussions (FGD), a technique that is used with EFL learners in six semesters of English Language Education at Majapahit Islamic University.

1.6 A Systematic Overview of the Study

Writing systematics makes it easier to know and understand the discussion in this thesis as a whole, so it was necessary to state the systematics, which was the framework and guidelines for writing a thesis. The writing system was as follows:

1. The initial part of the thesis

The initial part contains the front covered page, title page, approval page, table of contents page, list of table page, list of pictures page, and list of appendices page.

2. The central part of the thesis

The central part was divided into chapters and sub-chapters, namely as follows:

1) CHAPTER I INTRODUCTION

This chapter consists of the background of the study, formulation of the problem, the purposes of the study, the significance of the study, limitations of the study, and a systematic overview of the study.

2) CHAPTER II REVIEW OF RELATED LITERATURE

This chapter consists of related previous studies, theoretical reviews, conceptual definitions, and conceptual framework.

3) CHAPTER III RESEARCH METHODS

The researcher explains the research methods used to develop information systems in this chapter. To be systematic, the research methods chapter includes the design of the study, the context of the study, the data and source of the data, the instrument of the study, techniques of data collection, procedures of the study, the validity of the data, and analysis of the data.

4) CHAPTER IV

This chapter consists of findings and discussion.

5) CHAPTER V

This chapter consists of a conclusion and suggestions.