

Improving Students' Writing Skills Through a Genre-Based Approach Using Canva Application as Media of Twelve Grades Students of SMAN 9 Semarang

Reni Hidayati¹, Retnaningsih², A.B.Prabowo.KA³

^{1,3}English Education program, UPGRIS Semarang, 24 Sidodadi Timur Road, Semarang City, 50232, Indonesia

²SMAN 9 Semarang, Cemara Raya Road Padang sari, Semarang City, 50267, Indonesia

Email: rheinzfairy38@gmail.com

ABSTRACT

Writing is one of the most important skills in English language learning. Written is very difficult to learn even by native speakers of the other three talents because it requires an understanding of various linguistic components and non-linguistic concepts. It often happens in students who are learning English that they still have difficulty in writing good and correct English. It's a problem that sometimes happens to pupils. Therefore, this study aims to improve students' writing ability through a Genre-based approach using Canva as a media. This study was conducted from July to September of the academic year 2023/2024. The participants of this study are students of the 12th IPS 1. This study used collaborative action research. The technique of collecting data used qualitative and quantitative methods. Quantitative data is obtained from student values consisting of pre-test and post-test, while qualitative data are descriptions of the learning process during the implementation of action. The result of this research found that based on data analysis at the pre-cycle, cycle I, and cycle II stages, it can be concluded that the writing skills of students in the 12th grade IPS 1 High School N 9 Year 2023/2024 can be improved through the application of a Genre-based approach using Canva media as a model and learning medium in writing. This can be seen from the average student scores during pre-cycle, cycle I, and cycle II. The average student score in the pre-test was 45.69%, then increased in the first cycle to 72.87%, and last in the second cycle, the student's average score increased to 8084.03%. So, it can be concluded that the Genre-based approach using Canva media can improve students' writing skills.

Keywords: Writing skills, Genre-based approach, Canva application.

1. INTRODUCTION

Since English became an international language, it has made English a commonly used means of communication between individuals in all countries, from elementary to advanced school. In Indonesia itself, it is compulsory to study English at school. It proves that English is an important subject to learn for students. Learning English involves speaking, listening, reading, and writing. Writing is one of the most important skills in English language learning. Writing skill is very difficult to learn even by native speakers of the other three talents because it requires an understanding of various linguistic components and non-linguistic concepts. Haerazi et al., (2020). It often happens in students who are learning English that they still have difficulty writing good and correct English. It's a problem that sometimes happens to students. This is reinforced by the results of the non-cognitive diagnostic assessment given to the students of class XII IPS 1 High School N 9 Semarang Year 2023/2024. The result is that many of them are still having trouble writing texts in English. The researchers found that many students still did not understand how to write texts and there were errors in writing. Therefore, a proper learning approach is needed to improve the student's writing skills.

This research suggests a genre-based education paradigm to develop writing skills and creativity. Genre-based Approach is a strategy of writing learning that blends product and process approaches Prakoso, et al (2021). His study stated that the approach has four main stages that can be applied in the learning step, namely Building Field Knowledge, Text Modelling, Combined Construction, and Self-Text Construction. Through the steps in this strategy, students are expected to have more time to make drafts and make revisions to drafts that have been made. As an add-on within the Genre-based integrates the product and process framework. In addition to a genre-based approach, researchers also use a web-based media called Canva. Technology-based learning has grown rapidly in the 21st century. Furthermore, the involvement of information technology in the world of education has brought about changes in the

activities of the learning process. It's driven by the COVID-19 pandemic in 2019. It triggered the use of learning media based on technology widely applied in learning. The 21st century demands students to be skilled in using digital technology. But there are still teachers in schools who haven't made the most of the technology-based media. Therefore, teachers must adapt to the educational media. One of the most popular media in technology learning is the Canva application. In this case, researchers tried to use Canva as a student's writing medium. Using a genre-based approach using Canva media is expected to improve student writing skills.

In addition, it gives a thorough understanding to the reader of the problem being investigated. Through the comparison of previous research with the factors considered, it underlines the importance of this research. Herman et al., (2020) investigate using a Genre-based Approach to Overcome Students' Difficulties in Writing. This study aims to facilitate further comprehensive exploration of issues related to the application of the GBA in addressing students' difficulties in writing texts. This research uses quantitative descriptive methods. Based on the results of the GBA application above, it is obtained that the use of GBA enables students to write texts.

(Sari, 2019) examines An Overview of Genre Based Approach in EFL Writing Class. This research aims to develop some writing skills for English Language Education Students in the second semester. Students are less good at writing. As a result, their writing skills are weak, and as a result, they develop a negative attitude towards writing. This research adopts qualitative research. This study provides evidence of the use of genre-based approaches in developing student writing performance. Furthermore, the study highlights the advantages of using genre-based approaches to developing writing skills.

Hadi et al.,(2021) investigate Teaching Writing Through Canva Application to Enhance Students' Writing Performance. This study aims to find out the effectiveness of using the Canva application's media to improve students' writing skills. The study was conducted in July-August at Mts Al-

Islamiyah, Ciledug. Researchers use quantitative methods with pre-experimental research designs by applying pre-tests and post-tests. Writing tests are used to compile student achievements as the instrument of this research. The researchers used one class in the class IX-1 MTs Al-Islamiyah Ciledug as a sample of the research. The sample determination of this study uses random sampling techniques. To analyze the research data, the researchers used the test. Based on the results of the t-test calculations, this study can conclude that the Canva application is an effective medium to facilitate students in improving their writing skills.

(Jumami, 2021) examines Using Canva in Teaching Writing to EFL Classroom Students. This study aims to find out students' perceptions of using Canva in Creative Writing. The research was conducted using qualitative research and using case studies 2.0 to collect and analyze data. Data was obtained from questionnaires and interviews. The result was that students had a positive perception of the use of Canva in creative writing, and this application made it easier for students to enjoy, have fun, be easy to understand and motivate them to learn English. Because the application is easy to use, and the application's images are of interest to students.

Seeing those previous studies some only focus on the application of GBA and the motivation enhancement of using the Canva application. To fill the existing gap in research toward the enhancement of students' writing ability this research is to happen.

Writing

Many experts define the term "writing". According to Rogers (2005), writing is an important form of communication for humans as it is a language skill. In addition, different research, writing is a basic language skill as important as speaking, listening, and reading. (Harmer, 2006). He claims that writing is one of the components of English language skills. Just as important as other English skills, writing is also important. For students to communicate through written communication, they must develop writing

skills. Writing is recognized as a skill that requires high-level thinking and in-depth understanding to develop ideas (Ushbah Mubarak & Nurul Asri, 2020).

According to Brown (2007), writing is a cognitive process that needs to be thought out and through many modifications before being released. In addition, it discusses the ability of students to use a variety of vocabulary as well as acceptable syntax in written content. The integration of several elements concerning diction, organization, grammar, synthesis, and sequencing is necessary to produce a literary work of quality. Besides, when writing in text form, the ability to gather ideas should be done properly.

Genre-based Approach

A genre-based approach path is the idea that a written discourse follows a pattern or a text convention that has been previously defined for a particular environment. Its effective use in writing learning has been acknowledged. Schools like New Rhetoric, Australian, and English for Specific Purpose have different teaching-learning cycles compared to genre-based approaches. (Thongchalerm & Jarunthawatchai, 2020). GBA was included in Indonesia's English curriculum in 2004. The genre is still a top focus in teaching English in schools, even if the curriculum has been updated from KTSP to a new version, K-13. GBA implementation is necessary to produce a coherent text. According to Burns (2010) and Callaghan Rothery (1988), this sequence is a text-based conceptual process that directs pupils as they acquire self-reliant knowledge. demonstrates that there are five stages in the GBA phase: context/field knowledge building (BKOF), text modeling and deconstruction (MOT), joint text creation (JCT), self-constructing text (ICT), and linking pertinent texts. (LRT).

Canva As Media

A popular online learning tool Canva is called Canva. It is a system that provides students the option to educate themselves or to study in the way they see fit (Jumami, 2021). (Christiana, 2021) state that the online design tool Canva, one of the most widely used learning resources, provides several templates for presentations, resumes, posters, brochures, graphics, and infographics, among other things, as well as a variety of presentation styles for business, education, advertising, technology, etc. According to (Utami & Djamdjuri, 2021) Because it has access to so many eye-catching themes and graphics, the Canva application may create educational materials that can be used as alternative learning. The Canva program can improve writing ability and motivation, according to a prior study. Nearly all participants agreed, based on their comments, that teaching writing students how to use Canva media may be helpful. There are several benefits for students using Canva, especially in terms of increasing their motivation in the classroom and, in particular, in writing classes.

2. METHODOLOGY

The researchers used collaborative class action research in this study. Class action is a technique to determine what's best in class. Thus, researchers can improve student learning capacity. Classroom action research aims to help instructors in their classroom or school become better teachers. Kemmis and McTaggart created a basic idea that Kurt Lewin (2013) approved according to Putra et al., (2022) in his research consisting of four steps: preparation, implementation, observation, and reflection. The cycle series used in this research leads to problem correction. Two administrative cycles are used to implement research procedures. Each cycle consists of the following four steps: planning, taking action, observation, and reflection. The collaborative classroom action research was chosen to know the Improving students' writing skills through a genre-based approach using the Canva application as a media for the twelve-grade students of SMA N 9 Semarang. This research was conducted

in SMAN 9 Semarang. The time of study was conducted in the first semester of the academic year 2023/2024.

Table 1

Date	Time	Activity
August 2023	8 th , 2 JP	Pre-test, action, and observation
August 2023	22, 2 JP	Action, observation 1, post-test cycle 1, reflection
August 2023	29 th , 2 JP	Action and Observation 2
September 2023	5 th , 2 JP	Action, and observation 2, post-test cycle 2, reflection

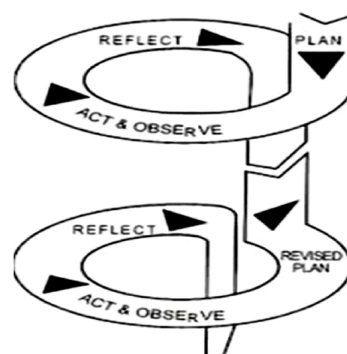
The Subject of Research

The subject of the research is the students of twelve grades XII IPS 1 at SMAN 9 Semarang in the academic year 2023/2024. There were 36 students in one class and all students were already done the pre-test and post-test.

Research Instrument

The data in this study are both quantitative and qualitative. Quantitative data is obtained from student values consisting of pre-test and post-test, while qualitative data is a description of the learning process during the application of action. This class of action studies uses the Kemmis & McTaggart model. The study of action models comprises four components: planning, acting, observing, and reflecting. These four elements are viewed as a cycle. The component of acting and observing is created as a unity in which both activities must be carried out in one unit of time, so the duration of action and observation must also be implemented (Putra et al., 2022).

Picture 1. Research Picture



In addition, the technique of collecting data uses observation, field notes, and written tests. The observation is observations that are performed while the learning process is ongoing. To obtain the necessary information, the researchers observed the learning process of teaching in class XII IPS 1. In addition, they tracked students' progress in writing. The researchers also tracked the behaviour of teachers in class as well as the progress of students in writing learning. The objective of the observation is to gather information about the impact of actions taken while teaching writing. The researchers used the observation sheet to observe how the application of the Genre-based Approach in English language learning improved students' ability to write English Application Letter texts, improving their ability to read English.

Field notes are used by researchers to record other findings that are not on the observation sheet related to student activity during learning by applying Genre-based Canva media to English learning. Test instruments are developed to answer input and output questions, namely the preparation of test devices before and after students undergo learning (pre-test and post-test). Test devices are developed in the form of written questions. Tests are also instruments used to obtain information about student writing skills. Students' writing will be evaluated using the Brown (2004) adapted writing assessment section which can be seen in the following table

Table 2. Research Rubric Brown (2004)

Criteria	Skor
Organization	20
	15
	10
	5
	20
Grammar	15
	10
	5
	20
Vocabulary	20
	15

	10
	5
Mechanics	20
	15
	10
	5

The writing assessment section contains five aspects: content, organization, grammar, vocabulary, and mechanics, each of which is made on a 5-20 scale. Therefore, the maximum score is 100 while the minimum score is 25. By knowing the highest score and the lowest score, the ideal average and standard ideal deviation can be calculated with the formula as follows:

$$\text{Maximum Score} = C + O + V + L + M = 20 + 20 + 20 + 20 = 100$$

$$\text{Minimum score} = C + O + V + L + M = 5 + 5 + 5 + 5 + 5 = 25$$

The student scores are then converted into several categories such as very good, very nice, good, enough, less, and very little which are presented in the following table:

Table 3. Score Conversion

Class Interval	Interpretation
100	Excellent
85	Very Good
70	Good
60	Enough
50	Low
≤40	Very low

Data Analysis

The research is both qualitative and quantitative so the data is analyzed qualitatively and quantitatively. Qualitative data is taken from observations. What means mean is the average grade of the student's writing. Then the score is calculated by adding all the scores and dividing them by the number of students in the class. The

average value is called empirical because it is obtained by involving the overall score in the Class. The value should be above the ideal average to define that the group of participants had a good performance.

If data is divided into two types, namely quantitative and qualitative data, then the data analysis performed also uses both. Quantitative data is processed using descriptive presentation. The values obtained by students are measured to find their success both individually and classically by the goals that have been set. The qualitative data obtained from the observations are classified according to the aspects that are the focus of the analysis, to then be associated with quantitative data as a basis to discredit the success of the implementation of learning activities marked by the increasing output of the student's writing skills.

For this purpose, the criterion of achievement of students through the application of the Genre-based approach using Canva as a medium is 70. The overall student score will then be made an average to find out the improvement in student writing skills after the evaluation of the Gene-based Approach using Canva as the medium.

Data on writing results are taken from the students' cognitive abilities by calculating the average grade of learning prowess. The formula calculates the average as follows:

$$\bar{x} = \frac{\sum x}{N}$$

Keterangan:

\bar{x} = Rata-rata Nilai

$\sum x$ = Jumlah seluruh nilai

N = Jumlah siswa

In the processing of data results of research skills writing text descriptions, according to Anas Sudijono (2014:43), the percentage calculation formula is as follows:

$$P = \frac{f}{N} \times 100 \%$$

Keterangan:

P = Persentase

f = Jumlah frekuensi yang sedang dicari persentasenya

N = Number of Case (banyaknya individu)

To ensure the validity of the data obtained, the researchers used triangulation. To evaluate writing skills, the researchers applied triangulation of the assessment aspects of content, organization, grammar, vocabulary, and mechanics. (punctuation, spelling, and capitalization). These five aspects are then summed up to produce the student's final score.

3. FINDINGS AND DISCUSSION

To measure the ability of students to write descriptive texts, the researchers used a pre-test before giving action with the application of a Genre-based approach using Canva media. The pretest will be held on August 8, 2023. Students are asked to write an Application Letter. During the test, students were not allowed to use dictionaries and search for information on the Internet. The purpose of the pre-test is to know the student's initial ability to write a description text before being given action. The results of the pre-test students can be seen in the following table.

Table 4. Pre-test Result

Interpretation	Score	Total	Percentage	Average
Excellent	100			45.69 %
Very good	85			
Good	70	2	5.6 %	
Enough	60	2	5.6 %	
Low	50	9	25 %	
Very low	≤40	23	63.9 %	

Based on the pre-test results, out of 36 students of class XII IPS 1, the average student score was 45.69%, and the total number of students who obtained a grade KKM 70 was 92 students or can be understood as only 5.6% of students who did not do. Meanwhile, the students who do not do more than the students of KKM there are 23 students or 63.9% students. After the

problem was identified, 23 researchers analyzed the material and consulted with teachers and peers. It can be said that the student's learning outcomes are still low.

Research Description

Based on the results of the pre-test, the researchers identified that students' writing skills need to be improved using a specific approach or method that is expected to address the problem. Therefore, the researchers opted for a Genre-based text application using the Canva application to enhance student's ability to write application letter text, so the goal of the study is to improve students' writing skills that cover several aspects of writing such as content, organization, grammar, vocabulary, and mechanics. Such learning is carried out in two cycle phases, namely cycle I and cycle II. The full description of Class Action Research is as follows:

Cycle 1

When implementing the first cycle in class, what the researchers have to do is to make a learning plan, what they can do to prepare the planning is to design a learning model using the Genre-based approach applied to learning the Application Letter text on the School Activities material. Then the researcher compiles a teaching module on the school Activities materials. The researchers also compile other learning devices and research instruments such as evaluation headings, worksheets, learning media, and field note sheets to be used. The next activity is to coordinate with the parties involved in the research, namely English teacher XII grade IPS 1 and colleagues to determine the time of the meeting and the preparations to be made. Implementation of learning on cycle I is carried out in two meetings namely on August 22, 2023, and August 29, 2023, with a time allocation of 2x45 minutes (2JP).

Students were given a picture of the job profession and then made a mind map of the tasks of the profession. Then the teacher gave the reinforcement material related to social function and the structure of the text on the application letter of the employee. This

activity is part of Building knowledge of the text on the learning model Genre-based approach. Next teacher gives examples of application letter text (Modelling of the text).

Further, the participants were divided into four groups. Then given LKPD or the student's worksheet-related application letter. Participants are taught in groups to read, understand the content of the text, and identify the text structure. This learning activity is part of the JKoF (Join construction of the text). Join construction is a collaborative writing process led by the teacher, in which the class builds text based on a text model given during the Deconstruction. Teachers guide students in generating ideas and perfecting texts. In Self-Construction, students are assigned to write themselves, to achieve self-mastery of the target text or genre (Kartika-Ningsih & Gunawan, 2019). The students presented the results of their discussions. Teachers act as facilitators. Then the teacher together with the students concluded the material together.

Then the researcher gave a re-explanation of the material as a reinforcement and gave an explanation related to the Application letter. At the conclusion stage, each meeting ends with a question-and-answer between students and teachers to summarize the lessons learned about the conclusions of the material that has been studied. After concluding the material, the student is asked to do a learning reflection to find out the student's understanding of the material already given.

The Post-test of Cycle 1 Result

After learning through 2 meetings, by the end of the 2nd meeting, a post-test was held to write a description text on the Application letter to measure the student's learning outcomes in writing skills. The values obtained by the student can be seen in the following table.

Table 4. Post-test Cycle 1 Result

Interpretation	Score	Total	Percentage	Average
Excellent	100			
Very good	85	6	16.7 %	
Good	70	24	66.7 %	72.78 %
Enough	60	5	8.3 %	
Low	50	1	2 %	
Very low	40			

The table shows that 30 students have passed KKM 7 in Cycle I or 83.3% of students who have already passed, while those who are not passed have decreased to 16.6%, or 6 students. Six students get a very good grade while 24 students get a really good grade. On the other hand, the average rose to 72.78% which is categorized as good. Based on the results, it can be concluded that the implementation of a Genre-based approach using the Canva application can increase the student's score in writing, which was initially an average score of 45.69% to 72.78%, thereby improving the ability to write. Canva can significantly improve students' writing skills. (Hadi et al., 2021).

Based on the results of observations during the implementation of cycle I, students still have problems in writing in particular on grammar or grammar and on the mechanic part which is about reading marks and capital letters.

Therefore, to solve the problem, the researchers assume the ability of students can still be improved so cycle II needs to be implemented.

Based on the results of the test, it was obtained data that there was an increase in the number of students who met the KKM by 30 student with an average score of 72.87%. However, the increase can still be increased given that there are pupils who have not completed KKM. Researchers approach and give guidance to students who are in difficulty and need more attention than other students. Overall, the process of implementing action on cycle I went well. Researchers implemented the Genre-based Approach learning model using Canva media with planned steps. However, some findings need to be corrected, among others.

Students still make mistakes related to grammar, mechanics, reading marks, and capital letters. Therefore, the researcher will explain about grammar in cycle 2. Students are still not able to use the correct words in sentences, therefore researchers will encourage students to take advantage of existing learning resources, mainly dictionaries.

Cycle 2

From the results obtained in cycle I, the researchers felt that the overall goal had not been achieved. Then the researchers will carry out the second cycle with additional treatment that is by using Padlet media to make it easier for the students to understand the grammar in the group tasks. This cycle II, is not much different from the activities in cycle I. Preparation in the II cycle, among other things, to compile teaching modules, prepare teaching materials, and compile tests. Implementation of learning on cycle II was conducted with 1 meeting on September 5, 2023, with a time allocation of 2x45 minutes (2JP). In the implementation of the action, field records are used to help observe learning implementation and find findings on cycle II.

The procedure for the implementation of learning at cycle II is almost the same as in cycle I. However, in the Cycle II. However, the researchers emphasize more about the grammar of writing Application letters is good by paying attention to the capital letters and reading marks. The researchers will continue to use the same writing evaluation sections given that the text discussed is still a type of application letter text. They also explain the steps in writing an application letter that can be followed by students so that the student's writing can be discussed. After that, students follow the learning activities with a Genre-based application using Canva media as in cycle I. At cycle 2 meetings, students are asked to write an application letter but with different subjects and still with the same indicator. The teacher monitors the students in their tests. After concluding the material of the descriptive text, the researcher closed the learning and informed further learning. At the closing activities, students were asked

to reflect on the learning done in both cycle I and II. From the overall implementation of cycle II action, researchers have implemented learning by following the steps of the application of a Genre-based approach using Canva media.

The Post-test of Cycle 2 Result

The student's score after a Genre-based text application with Canva media on cycle II can be seen in the following table

Table 5. The Post-test Cycle 2 Result

Interpretation	Score	Total	Percentage	Average
Excellent	100	7	19.4 %	
Very good	85	23	63.9 %	
Good	70	6	16.7 %	84.03 %
Enough	60			
Low	50			
Very low	≤40			

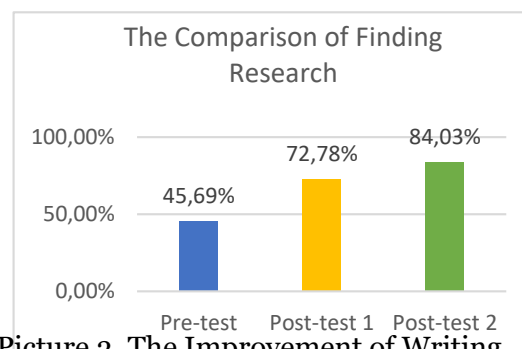
The above table shows that there are 36 graduates above KKM 70 in the second cycle or 84.03 percent who are already graduated. It can be concluded that all pupils in cycle 2 have been completed. In this cycle, the average score increased to 84,03%. Based on the results, we can see an improvement in writing skills from the first cycle where the average student score was 72.78% to 84.03%.

In this reflection activity, researchers along with English teachers and peers discussed the results of the second cycle as a measure of the success of this study, which more than 72% of students followed even since the first cycle. The activity of students in this cycle is categorized very well. Students are willing to pay attention when teachers review material, can ask questions that are relevant to learning, are ready to submit ideas, and can make good use of learning resources. This means that the quality of student activity during the learning process by applying Genre-based approach techniques using Canva media improves

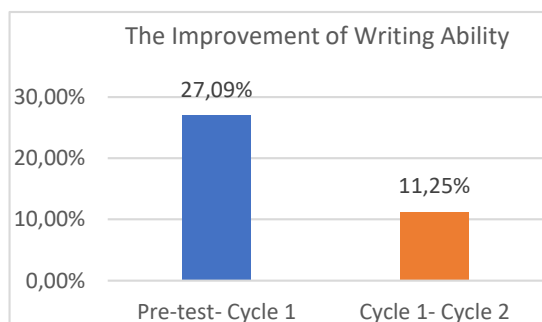
Discussion

Overall, the process of implementing action on cycle I went well. Teachers implement a Genre-based approach using Canva media according to the planned steps. In cycles 1 and 2 students write Application Letters using Canva media. Canva Media helps facilitate students in writing application letters because there are a variety of interesting templates. From the entire implementation of cycle II action, the researchers have already implemented the learning by following step-by-step steps. Genre-based approaches include Building knowledge of the field, Modelling from the text, joining construction of the Field, and independent construction of text. A more detailed explanation of the findings of this study is presented by comparing the results obtained during pre-cycle, cycle I, and cycle II. The increased ability of students can be seen in the following table:

Picture 2. The Comparison of Finding Research



Picture 3. The Improvement of Writing Ability



Based on the above table it can be concluded that the implementation of the Genre-based approach using Canva media in cycle I has improved successfully. This can be seen from the improved value increased from 45.69% to 72.78%. The increase occurred in

Cycle I by 27.09% and this is demonstrated by the increased involvement of students during the learning process. Genre-based applications using Canva media in the writing learning process can attract students to learning. Canva Media can make students more interested in writing (Utami & Djamdjuri, 2021). On the other hand, the Genre-based approach gives students a better understanding of how to write application letters gradually. Anyway, in this study, we still find students who get a score below KKM 70. In connection with this problem, additional treatment is given during the learning process of cycle II.

Cycle II implementation is the same as Cycle I. However, at this stage, the researchers give more reinforcement to the grammar or grammar, and on the mechanic aspect, there is additional use of the media namely the Padlet media. A study by Uspayanti et al., (2022) stated that the use of Padlet media on Grammar material can increase the interest and motivation of learners in learning. As a result, the average reading score of students in the second cycle also increased from 72.87% to 78.12% from the previous cycle, which is 84.03%, which is an increase of 11.25%. Using the Padlet as an additional medium has also improved. However, if an increase in cycles I and II are compared, it can be seen that a more significant increase occurs in cycle I. That means that the implementation of Genre genre-based approach using Canva media provides a significant improvement. Students' learning outcomes are determined based on a writing assessment section created by Brown (2007) that covers aspects such as content, organization, grammar, vocabulary, and mechanics. From these aspects, increased literacy of students can be described as follows:

1. The first aspect of Brown's assessment is content. In this aspect, student writing becomes better from the first stage of the cycle I. Students can compile sentences about application letters.
2. The second aspect is organization. Increases were also found in this aspect. From the pre-test results of students who initially could not

compose a good sentence to write an application letter with the application of a Genre-based approach using the Canva media, students were able to compile a paragraph so that in the last cycle students could write a well-organized application letter text.

3. The third aspect is grammar. Most student writings show improvement. Most students are already able to organize words in the right order. Students can pour ideas into longer sentences than they did previously in the pre-test even though they still make mistakes in determining the right word to describe a particular sentence. That's better than before the action.
4. The fourth aspect of the vocabulary. Most students use the correct word selection (diction) in the sentence after being given examples and vocabulary related to the topic of School Activities. In cycles I and II after being given action, students can use new terms and some new vocabulary. Therefore, students can be said to be successful in using effective words.
5. The fifth aspect is mechanics, which includes spelling, reading, and the use of capital letters. Many students are less attentive to this aspect during the action mainly using capital characters. Previously many students did not use capital letters at the beginning of sentences and on certain words that require using capital. Students also sometimes can't distinguish between the use of dots and the coma. Besides, some students write words with the wrong spelling. After being given an explanation and action in cycle I in which the use of reading marks and spelling can influence the reader's understanding of writing, students eventually pay more attention to this aspect.

From the above description, it can be concluded that the improvement obtained during the study is in line with previous research that stated that the

application of Genre-based writing can improve the writing skills of pupils (Thongchalerm & Jarunthawatchai, 2020) and with the use of the application Canva is an effective medium to facilitate students in improving their writing skills (Hadi et al., 2021). So, with the implementation of a genre-based approach using this media, Canva can help students develop their writing and can be an alternative for teachers in teaching writing.

4. CONCLUSION

Based on data analysis at the pre-cycle, cycle I, and cycle II stages, it can be concluded that the writing skills of students in the 12th grade IPS 1 High School N 9 Year 2023/2024 can be improved through the application of a Genre-based approach using Canva media as a model and learning medium in writing. This can be seen from the average student scores during pre-cycle, cycle I, and cycle II. The average student score in the pre-test was 45.69%, then increased in the first cycle to 72.87%, and last in the second cycle, the student's average score increased to 80.84.03%. So, it can be concluded that the Genre-based approach using Canva media can improve students' writing skills.

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