
**DEVELOPING LEARNING MEDIA FOR TEACHING DESCRIPTIVE WRITING
USING CANVA AS SUPPLEMENTARY MATERIAL FOR A PUBLIC SCHOOL IN
BALI**

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Abstrak: Persepsi siswa tentang kesulitan pendidikan bahasa Inggris menyebabkan penurunan motivasi karena materi yang diberikan kurang menarik. Oleh karena itu, tujuan penelitian ini adalah untuk mengembangkan kurikulum menulis digital yang mendorong penulisan deskriptif bagi siswa kelas tujuh di SMP Negeri 1 Payangan. Mengikuti metodologi Desain dan Pengembangan (D&D) tiga langkah yang meliputi desain, pengembangan, dan evaluasi. SMP Negeri 1 Payangan, salah satu sekolah negeri di Kabupaten Gianyar, menyediakan tiga puluh empat partisipan, terdiri dari tiga puluh dua siswa dan dua instruktur bahasa Inggris. Dengan menggunakan catatan penelitian, rancangan, lembar evaluasi ahli konten, dan lembar evaluasi ahli media, peningkatan materi digital dibuat. Analisis literatur, evaluasi dokumen terkait, penilaian profesional peneliti sendiri, dan kuesioner pengalaman pengguna memberikan data untuk penelitian ini. Hasil penelitian ini disusun menggunakan analisis data metode campuran, yang menggabungkan teknik kualitatif dan kuantitatif. Sebagai solusi untuk masalah bagaimana menghasilkan produk, disarankan agar pengguna memanfaatkan Canva untuk memperoleh pendekatan penulisan baru. Dengan menggunakan Kuesioner Pengalaman Pengguna (User Experience Questionnaire/UEQ), validitas konten dianalisis dengan skor daya tarik UEQ sebesar 2,30 (sangat baik), skor persistensi 2,00 (baik), skor efisiensi 2,15 (sangat baik), skor efisiensi 2,30 (sangat baik), skor adiktif 2,30 (sangat baik), skor stimulasi 2,35 (sangat baik), dan skor kebaruan 2,15 (sangat baik). Oleh karena itu, produk yang dihasilkan tidak memerlukan modifikasi dan memenuhi kriteria sebagai sumber daya tambahan. Penelitian ini akan bermanfaat bagi sekolah, guru, dan siswa karena memberikan ide baru dalam pengembangan materi.

Kata Kunci: Canva, Penulisan Deskriptif, Materi Tambahan, Media Pembelajaran.

Abstract: Students' perceptions of the difficulty of English education leads to a decrease in motivation because the material provided is less interesting. Therefore, the goal of this research is to develop a digital writing curriculum that promotes descriptive writing for seventh-graders at SMP Negeri 1 Payangan. Following the three-step Design and Development (D&D) methodology includes design, development, and evaluation. SMP Negeri 1 Payangan, one of the public schools in Gianyar Regency, provided thirty-four participants, comprising thirty-two students and two English instructors. Utilizing research notes, blueprints, content expert evaluation sheets, and media expert evaluation sheets, digital material enhancements were created. A literature analysis, an evaluation of pertinent

documents, the researchers' own professional judgment, and a user experience questionnaire provided the data for this study. The results of this study were compiled using mixed methods data analysis, which mixes qualitative and quantitative techniques. As a solution to the subject of how to produce a product, it is suggested that users utilize Canva to acquire new writing approaches. Utilizing the User Experience Questionnaire (UEQ), content validity is analyzed with UEQ an attractiveness score of 2.30 (excellent), a persistence score of 2.00 (good), an efficiency score of 2.15 (excellent), an efficiency score of 2.30 (excellent), an addictiveness score of 2.30 (excellent), a stimulation score of 2.35 (excellent), and a novelty score of 2.15 (excellent). Therefore, the resulting product requires no modifications and meets the criteria for supplementary resources. This research will be beneficial for schools, teachers, and students since it gives new idea in developing the materials.

Keywords: Canva, Descriptive Writing, Supplementary Material, Teaching Media.

INTRODUCTION

Developing teaching materials that are varied and based on students' needs has illustrated a positive trend in the development of teaching materials that leads to self-discovery of language, using a corpus for its development, using extensive reading, personalizing the process and experience, and pronouncing the grammar used (Tomlinson, 2012). It is also worth remembering that language forms the topic of conversation while trying to integrate all four skills in English with authentic texts. Authentic materials and language teaching can never be separated. Students or learners should be provided with authentic materials that reflect their real world (Setyowati & Sukmawan, 2019). The materials used should be able to connect and relate to the students' background knowledge as well as their language skills. However, the reality is that most commercially produced materials only focus on informing their users about language features and guiding them to practice them. Richards, (2001) says that supplementary teaching materials generally serve as the basis of most of the language input students receive and the language practices that occur in the classroom. For this reason, in order to achieve the desired characteristics, teaching materials must be well developed by considering the context and needs of their users.

Developing writing supplementary materials has been examined (Hardiani, 2018). Textbook are developed to improve students writing skills. The developed product pays attention to the needs and characteristics of writing materials that are suitable for improving writing skills and develops English writing materials that are following the Task-Based Language Teaching approach. Developing supplementary materials to encourage student

academic writing study conducted by (Rosiana, 2017). The product was designed with Contextual Teaching Learning (CTL) method which has challenging activities by connecting, experiencing, applying, collaborating and transferring. The researcher chose to adopt and adapt these materials by considering the needs and conditions of students following the competency standards and basic competencies in the syllabus. This product and development help lecturers in providing the material that is rarely given in previous textbooks. Developing supplementary English language materials for grade 7 of junior high school (Ridhani Fizi, 2016). Included five different topics that were selected based on the consideration that these topics can provide meaningful experiences for students. The selection of topics in each unit considers the needs of students and the competency standards according to the curriculum used.

Teaching writing using popular English-language songs has been examined (Emeteria Leonila A. Perez, 2016). Pre- and post-tests and researchers' writing quality standards analyzed Philippine Polytechnic University first-year students in two regular classes. English pop songs simplify descriptive prose. Descriptive writing students' passion during practice suggests that the audio-visual medium suits them. Behaviorist groups replicated descriptive writing learning. Early observations suggested rural schools may need a variety of learning to stimulate students, therefore SMP N 1 Payangan was chosen for the inquiry.

Canva is used as an online learning tool by twenty English teachers in Loei, Thailand (Elsa and Anwar 2021). Professors may give students Canva for its simplicity. Thus, ELT should study Canva for collaborative literature. It matches students' creative and learning styles (Rezkyana & Agustini, 2022). Thus, it can improve education by creating high-tech educational tools. EFL teachers and students tested Canva. Mollaei and Riasati (2013) claimed Canva "creates, provides, and designs a wide range of works". This study makes EFL classroom supplements with Canva. Canva allows users instantly produce stunning visuals for their textual work (Klug & Williams, 2016). Canva simplifies textbooks. Canva is the best writing platform because (a) it offers many professionally designed brochures, (b) it has filters and stickers for creative presentations on digital paper, and (c) it has an Android app that enables students access to these tools anywhere. Designing instructional resources helps. Canva can post to Facebook timelines, groups, and pages. Twitter, LinkedIn, Pinterest. This application lets teachers create non-textbook course materials. Canva may affect English language teaching. Klug and Williams (2016) believe teachers need more materials (Karki,

2018). Brown (2001) says writing requires "thinking, composing, and changing".

Kenyon et al., (2016) recommend providing additional tools to help readers "identify and resolve gaps in parallelism" between their work and others. Complex alloy additive development. Before adding, evaluate student materials (Karki, 2018). Extra material should focus on recent technical advancements rather than a book or overview because students require illustrations/visuals to boost critical thinking. Canva can help students learn without textbooks.

The authors decided to conduct their study at SMP N 1 Payangan because, based on their first observations, they believed that schools situated in rural areas might be the primary factor necessitating a variety of learning in order to boost student motivation. The researchers had previously done observational studies at other schools in Payangan, but ultimately settled on SMP N 1 Payangan as the site for their investigation. Preliminary findings indicate that digital teaching media have not been utilized or integrated in the research location schools, particularly for the teaching of English. In addition, through the observations of researchers, the motivation to learn English in writing skills in class is still low and the English subject teacher states that students' writing skills still need to be updated, because learning English is considered difficult to understand the learning material and know how to write correctly. Teaching and learning should be presented to students as lighthearted, relaxing activities. The next issue concerns those students who still struggle with writing in English. The author pours his or her own ideas into the writing process. Any supplementary educational resources developed should be suitable for, and utilized by, pupils of the appropriate grade.

The scope of this study is limited to creating supplementary digital teaching materials for the descriptive writing skills of seventh graders at SMPN 1 Payangan, using the Canva media platform. This research utilized the D&D methodology by (Richey & Klein, 2005). The study's three planned phases center on the careful planning, design, and assessment of tools for use in creating supplementary resources for instructing descriptive writing. In constructing the material, the researcher undertook an examination of the learning goal flow used in advance. Based on these findings, it is recommended that digital supplementary teaching resources be used to advance and improve ongoing education. Based on the problems, the author compose two research questions, including (1) How to develop digital-based supplementary materials to assess descriptive writing skills using Canva designs? (2) How is the quality of digital-based

supplementary teaching materials using Canva on descriptive writing skills in junior high school?

RESEARCH METHODS

This research employs design and development (DnD) research. This model is usually used to study the design process, develop and carry out evaluations aimed at building those based on observation and experienced and discoveries were able to produce worked or products it was useful in teaching and learning activities and can improve the development of the model used. Research with the DnD paradigm focuses on "analysis, planning, production, and evaluation." Research employing the DnD model provides a strategy for generating a stage or procedure that demonstrates the methodology or instrument to be employed based on case study analysis (Richey & Klein, 2005). Novelti (2019) in their research mentioned that the application of the DnD model from numerous studies involves the creation of inventive activities to offer a feasible solution to the difficulties faced from a practical point of view. One solution, by producing goods or tools were able to give greater quality teaching and learning results and in line with the demands of students, specifically by delivering digital-based learning material.

The hallmark of the DnD research model resides in the data gathering strategy that uses quantitative and qualitative methodologies in one study or the so-called mix method research. Most of the research employing the DnD model tends to rely on a qualitative method, this is related to the objective of the DnD study itself. Qualitative research is study that focuses on the quality of the product to be produced in the form of a social phenomena. There are two sorts of research emphasis. First, research that focuses on the creation and development of goods and tools. Second, more on the construction and validation of research models. In this investigation, the first category used. Where, the research that was carried out is connected to the design of a product, namely teaching media, creation, and assessment of teaching materials for writing descriptive writings produced using Canva There are three processes carried out in this D&D model research given by (Richey & Klein, 2005).

The development method that provides the basis for generating digital supplemental teaching materials utilizing the Canva application for teaching English comprises of various steps, those are:

The initial stage of this research is design. In this phase the researcher begins to establish

based on the analysis of the literature study connected to the research design that relates to writing abilities, criteria for good material, and challenges that exist in students in studying descriptive text material (Schrepp et al., 2017). In addition to creating goods, the researchers also produced many instruments, notably blueprints based on learning materials for authoring descriptive English text utilizing Canva medium based on the syllabus for class VII English topics and expert evaluation instruments.

Development stage, at this stage relates to extra teaching description materials it was made using the Canva program (Nurliana, 2019). Researchers make items that have been created earlier, these products afterwards be worn by specialists to be followed up back to the assessment stage.

The last is the review stage from experts which as a foundation, it was amended made to the design of the supplemental digital material for producing descriptive texts that has been produced (Dewi et al., 2022). At this step the researcher will obtain a final review from the specialists. In addition, researchers also collect an evaluation from the user were utilized by two users in this study.

The User Experience Questionnaire (UEQ) is utilized as the assessment tool to get relevant data from users. In order to get a full picture of how a product is received by its end customer, UEQ is often used (Schrepp et al., 2017). In addition, the primary goal of this approach is to assess user experience objectively; the user experience questionnaire has 26 questions, and these questions are organized into six basic categories (appeal, clarity, usability, reliability, stimulation, and novelty).

Important user feedback about the product under study may be gleaned from this assessment. User surveys are used to collect information for this approach. After collecting the questionnaires, the evaluation results are obtained by inputting the questionnaire results into and running them through the Data Analysis tools, which are tools in the form of Microsoft Excel that have been arranged in such a way as to manage data easily (users only need to input data without having to input formulas and tools automatically displays the results of the analysis) (Selvarasu et al., 2021).

The User Experiences Questionnaire (UEQ) is useful because it offers a standard against which data may be compared and since it is translated into 17 languages (Pandu & Fajar, 2019). Furthermore, the User Experience Questionnaire (UEQ) summarizes the subjective sentiments

of consumers towards the products they use in addition to generating benchmarks that might help the analytic process. Measure the user's satisfaction with an interactive product in real time with UEQ. As a result, researchers easily obtained rapid and genuine data based on user experience with a huge number of samples (Santoso et al., 2016). User authenticity was prioritized, and the time-consuming effectiveness that was necessary to achieve that aim was in line with UEQ's original design (Rauschenberger et al., 2013).

In this assessment, we disseminated the UEQ google forms design questionnaire via a google forms link. Respondents were given questionnaires and given time to fill them out during media trials before receiving their results (Muslimat et al., 2021). Junior high school students in seventh grade and their English instructors in seventh grade who utilized the Canva app comprised the 34 respondents used for this analysis. Out of a total of 34 respondents, 32 were 7th graders and 2nd graders whose English teachers participated. The school where the test was performed was SMP Negeri 1 Payangan. After collecting information from respondents, it is sent into the UEQ tool's data analysis as an input value, where it is utilized to determine how much of a premium the user's experience with Canva as a digital facility for generating instructional materials is worth.

The data processing output is then evaluated to glean insights on the Canva user experience. Each UEQ component can be assigned a value between 1 and 7, which is then transformed into the ranges -3 to +3 and +3 to -3. Values in the -3 to +3 range may go both ways, from negative to positive, and values in the +3 to -3 range go both ways, from positive to negative. In a nutshell, the total number of items in each category will be divided by the weight of each item that has been changed.

Table 1. Degrees of Accomplishment UEQ

| Degrees of Accomplishment | Att. | Eff. | Per. | Dep. | Sti. | Nov. |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Excellent | ≥ 1.75 | ≥ 1.78 | ≥ 1.9 | ≥ 1.65 | ≥ 1.55 | ≥ 1.4 |
| Good | ≥ 1.52 | ≥ 1.47 | ≥ 1.56 | ≥ 1.48 | ≥ 1.31 | ≥ 1.05 |
| | < 1.75 | < 1.78 | < 1.9 | < 1.65 | < 1.55 | < 1.4 |
| Above average | ≥ 1.17 | ≥ 0.98 | ≥ 1.08 | ≥ 1.14 | ≥ 0.99 | ≥ 0.71 |
| | < 1.52 | < 1.47 | < 1.56 | < 1.48 | < 1.31 | < 1.05 |

| | | | | | | |
|---------------|------------|-------------|-------------|-------------|------------|------------|
| Below average | ≥ 0.7 | ≥ 0.54 | ≥ 0.64 | ≥ 0.78 | ≥ 0.5 | ≥ 0.3 |
| | < 1.17 | < 0.98 | < 1.08 | < 1.14 | < 0.99 | < 0.71 |
| Bad | < 0.7 | < 0.54 | < 0.64 | < 0.78 | < 0.5 | < 0.3 |

Value bounds for all possible scale interpretations are listed in table 3.8. On a scale measuring physical beauty, for instance, a score of greater than 1.75 would be seen as outstanding. On the other side, a poor interpretation is reached if the value is less than or equal to 0.7. In the same way, additional rating scales for which values are previously established in table 1 are valid. According to the level of UEQ attainment, the outcomes of each factor were evaluated. To evaluate the quality of the product, we can refer to the following success matrix. Each factor's results were assessed in light of the degree to which they contributed to achieving UEQ. Following is an accomplishment table that may be used to evaluate the product's quality. Researches can tell if the developed product has to be revised based on the information gathered during the procedure. If the calculated data shows poor performance, the product may need to be revised. And therefore, if the findings indicate superior quality goods, we can proceed. That being the case, there is no reason to retool the item.

RESULTS AND DISCUSSION

Features of learning media that are more practical in terms of use, time, and outcomes gained are discussed, which is noteworthy because of the development of the use of the Canva application in writing skills. Canva is a cutting-edge web-based graphic design tool that anybody, with or without design knowledge, can use to make stunning, professional-quality graphics. Because the results demonstrate that students' writing abilities increase greatly while using the Canva application as their learning facility, researchers Hadi (2021) investigated the efficacy of utilizing the Canva app to teach writing. Canva's primary function is to allow users to design images using premade templates that can be viewed from a variety of devices. We may utilize this element of design to assist educators in making visual aids like mind maps, picture collages, and infographics (Nurhidayat, 2021).

Table 2. Research Design and Research Procedures

| No. | Research Design | Product Development Procedures |
|-----|-----------------|--|
| 1. | Design | <ol style="list-style-type: none"> 1. Analyzing the existing problem of students in learning writing, especially descriptive text material. 2. Analyzing the Flow of Learning Objectives or ATP in English. 3. Designing the blueprint. 4. Designing the supplementary descriptive writing material by using Canva platform. |
| 2. | Development | <ol style="list-style-type: none"> 5. Preparing the Canva platform 6. Inserting the supplementary descriptive writing material on Canva platform 7. Checking the final content |
| 3. | Evaluation | <ol style="list-style-type: none"> 8. Instrument Validation 9. Content and Media Expert Judgements 10. User Experience Questionnaire (UEQ) |

To help create instructional material, there are now easy-to-use, attractive applications. Now, educators create digital instructional material, such as videos describing online student resources. This media contains text, photos, and videos that depart from instructional content, making it a digital textbook (Ramdani et al., 2021). This helps them grasp the discussion. Thus, academics have linked extra teaching media to classroom media change.

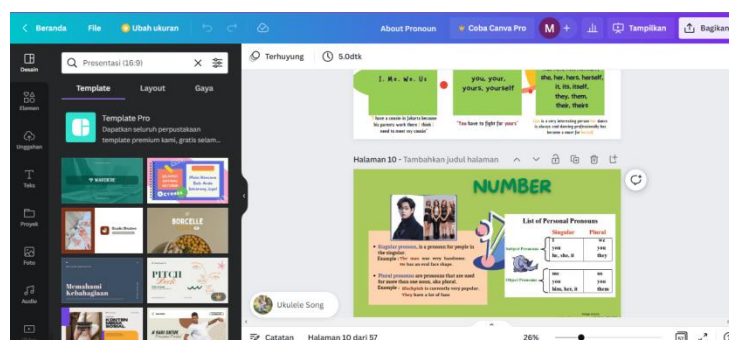


Figure 1. Supplementary writing materials

Figure 1 is a writing teaching material that has been developed using Canva, the problem that needs to be addressed by teachers today is modernizing teaching media (Tessalonica et al., 2022). In line with this research, Dewi et al., (2022) in his research stated that the use of digital technology in the provision of teaching media can provide better results for current learning. Therefore, the development of additional teaching materials that are more interactive needs to be done by teachers to encourage learning in the 21st century because relying on government-derived books alone is still not very interactive (Santosa et al., 2022). Educational media—online or offline—can help teachers supplement blackboards and lectures (Fanzeka et al., 2021). Content-explanation teaching resources can inspire teachers to use technology to revamp their classes (Purnamasari et al., 2021). To guarantee Canva-created digital supplements have enough packaging in a variety of features to produce an appealing design without compromising content quality (Muslimat et al., 2021). These extras will help teachers online and offline. Supplemental material may also increase students' motivation to learn and use the target language in class by giving extra practice. More digital content can keep students and instructors informed of educational system developments (Sariyatun et al., 2021). Digital descriptive text additional materials were created using Canva and ATP (learning goal flow) for English learning. This digital educational resource innovation emphasizes descriptive language, from personal pronouns to attractiveness descriptors to descriptive paragraphs.

The digital supplementary material product for writing descriptive texts developed using Canva is shown;

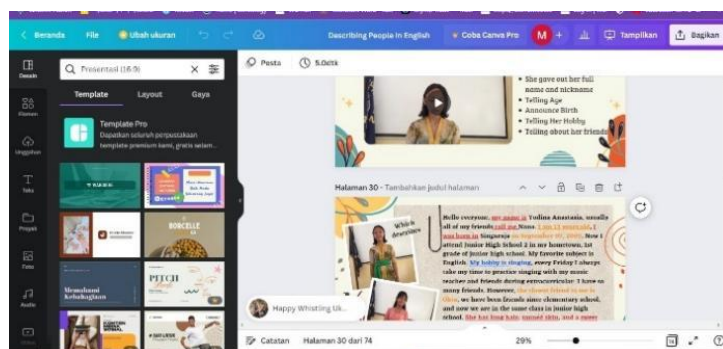


Figure 2. Writing materials using Canva

Canva a free online application for generating attractive presentations, newsletters, brochures, and more, may be used to host interactive exercises and encourage students to critically evaluate their work (Rusli et al., 2021). Students may use it to make descriptive case

posters, infographics, brochures, and more. Students may see work on intriguing new features and engaging new media. as there are many options depending on preferences. The application features hundreds of photos, music, and other audio/video functions, as well as external access. The digital supplement concludes with many practical examples of appropriate activities before moving on. This helps students stay oriented. Due to the expansion of digital teaching resources with constantly updated learning versions, instructors will be able to create assignment techniques that have a big influence on students.

After having Canva-created digital supplements approved by two experts. Two professionals confirmed the instrument's accuracy. The expert judgment instrument's validity was assessed using Gregory, (2000) and Arikunto, (2003) content validity ideas. Content validity findings validate all expert judgment tools. That the equipment can perform the expert-judgment stage. Canva-made digital supplements are content and media-evaluated. Agung's accomplishment level is compared to the computed results using Tegeh and Kirna,(2013)'s formula. According to the examination, Experts 1 and 2 graded the content 93.3%. Experts 1 and 2 agreed the media evaluation was 97.5 percent.

Researchers used an expert evaluation and user experience questionnaire to get insight into the efficacy of digital supplemental material for descriptive writing created with Canva by seventh graders. The expert evaluation showed that the Canva-created descriptive writing elements were excellent digital supplemental media. Results from the two experts showed that, on average, content evaluation was 93.3% complete and media evaluation was 97.5% complete. That being said, there is no need to re-evaluate the outcomes that were based on the content and digital supplemental media. The User Experience Questionnaire also did well above average in terms of replies. Experts also offered feedback during the expert judgment phase, during which digital supplement progress was evaluated. This section provides a thorough analysis of the additional digital material's level of excellence. Professional Opinion Currently, we have two specialists evaluate the digital supplement content and media to determine the quality of the descriptive writing created in Canva. A number of suggestions from experts on the type and format of digital supplemental resources can be gleaned from the findings of expert judgment. Experts advise that scientists focus on the media creation process if they want to create anything novel. And experts say it's important to make sure everything is written correctly. Here, we apply the formula suggested by Tegeh and Kirna, (2010) to the

findings of the two experts' evaluations.

1. Content evaluation sheet from judge 1

$$\text{Percentage} = \frac{\text{Actual Score}}{\text{SMI}} \times 100\% = \frac{42}{45} \times 100\% = 93,3\%$$

2. Content evaluation sheet from judge 2

$$\text{Percentage} = \frac{\text{Actual Score}}{\text{SMI}} \times 100\% = \frac{42}{45} \times 100\% = 93,3\%$$

3. Media evaluation sheet from judge 1

$$\text{Percentage} = \frac{\text{Actual Score}}{\text{SMI}} \times 100\% = \frac{39}{40} \times 100\% = 97,5\%$$

4. Media evaluation sheet from judge 2

$$\text{Percentage} = \frac{\text{Actual Score}}{\text{SMI}} \times 100\% = \frac{39}{40} \times 100\% = 97,5\%$$

Based on the scores above, the first and second judges gave 93.3% for Canva's material and it is in the very good category. For Canva media, the initial assessors gave it a percentage of 97.5%, which is regarded as very excellent media. And the second jury similarly delivered a percentage with the same outcome. The varied content and media for digital supplemental materials generated with the Canva App are ideal tools for studying descriptive text material. That implies digital supplemental content is unnecessary changed according on degree of success.

After being computed using Formula of Categorization of Data, next, the result is certified using the Level of Accomplishment by Agung (2010).

Table 3. Level of Accomplishment

| Level of Accomplishment (%) | Qualification | Information |
|-----------------------------|---------------|------------------|
| 85-100 | Very good | No need revision |
| 75-84 | Good | No need revision |
| 64-74 | Enough | Need revision |
| 55-64 | Bad | Need revision |
| 0-54 | Very bad | Need revision |

From the result, it can be certified that the reading supplemental material made by utilizing Canva is attain level of accomplishment 93,3% in content and 97,5% in media which

are qualified as very excellent and no need to be amended.

User experience measurements are carried out through the UEQ which consists of 26 questions and there are 6 user experience factors, namely: attractiveness, perspicuity, efficiency, dependability, stimulation and novelty, as many as 34 respondents from students and teachers who have seen first-hand the teaching media designed and developed through the Canva application. The conclusions of the user experience assessment are based on the UEQ scale on the Canva application. The average or mean result of the scale is based on all questions that have been classified for each UEQ scale in the Canva application. The average impression value between -0.8 and 0.8 is a common assessment value, a value of >0.8 suggests a good evaluation, while <-0.8 indicates a negative review. It can be stated that the Canva application has a good impression on all aspects, namely attractiveness, perspective, efficiency, dependability, stimulation, and originality.

Table 4. Average impressions and variance

| UEQ Scales (Mena and Variance) | | |
|--------------------------------|-------|------|
| Attractiveness | 2,304 | 1,19 |
| Perspicuity | 2,000 | 0,68 |
| Efficiency | 2,147 | 0,63 |
| Dependability | 2,037 | 1,02 |
| Stimulation | 2,346 | 1,13 |
| Novelty | 2,147 | 1,71 |

Table 4 shows the average value of all question items according to the group. The results of the average score of attractiveness, perspicuity, efficiency, dependability, stimulation and novelty got a neutral impression.

Table 5. Benchmark Data Set Results

| Scale | Mean | Comparisson to benchmark | Interpretation |
|----------------|------|-----------------------------|--------------------------------------|
| Attractiveness | 2,30 | Excellent | In the range of the 10% best results |

| | | | |
|---------------|------|-----------|---|
| Perspicuity | 2,00 | Good | 10% of results better, 75% of results worse |
| Efficiency | 2,15 | Excellent | In the range of the 10% best results |
| Dependability | 2,04 | Excellent | In the range of the 10% best results |
| Stimulation | 2,35 | Excellent | In the range of the 10% best results |
| Novelty | 2,15 | Excellent | In the range of the 10% best results |

Table 5 shows Canva application, based on 34 respondents from users, does not need to be revised because it has received very good results from users. From the user experience responses provided, it can be said that users enjoy digital facilities in the form of Canva applications implemented in learning activities in reality. Apart from that, it can also be said that students feel motivated by learning features that are designed to help them understand English learning material.

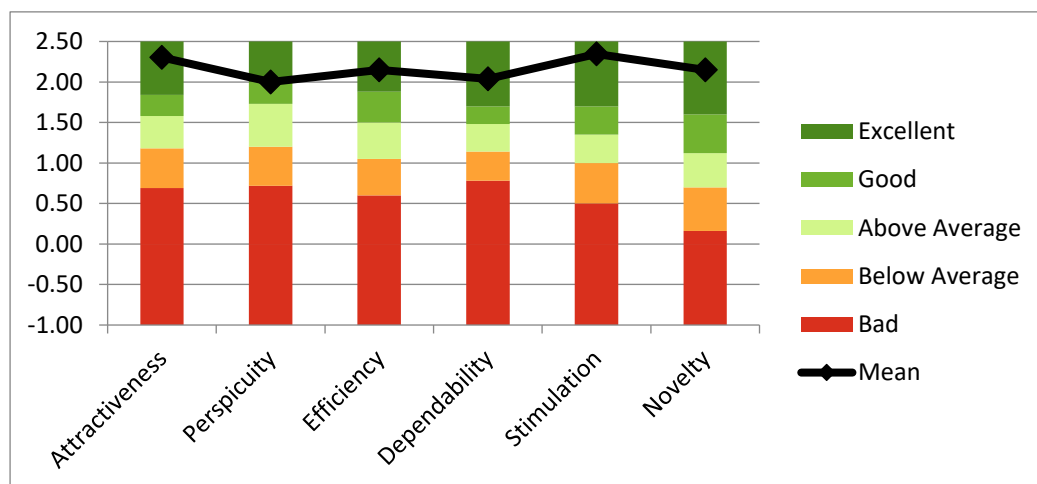


Figure 3. Benchmark of User Experience Questionnaire

The results of the user experience analysis of the questionnaire filled out by 34 users show that the attractiveness dimension obtained an average of 2.30. This means that the media has been able to motivate and become a solution to the need to develop writing competence

with the authentic material provided (Setyowati & Sukmawan, 2019). Furthermore, the dimensions of perspicuity obtained an average of 2.00. This means that the system or product is compatible with the user. But, back again with Kraft, (2012) explained user experience is not just how a product or service works. But it is the interaction between the user and the product, such as the user's experience in using a product, whether it is easy to use in its operation for the experience of understanding information, whether it is easy to use in its operation for the experience of understanding information. Efficiency dimensions obtained an average of 2.15. This indicates that this application has been effectively used. Niswaty and Arhas, (2019) stated that in research aspects that can influence potential success are seen in the tools used by teachers in conveying messages or learning information.

The dependability dimension obtained an average of 2.04. This means that the user can control the interaction on the product well. The stimulation dimension obtained an average of 2.35. These results indicate motivated users. This is supported by Munari et al., (2018) that the use of technology in learning is an attempt to move and arouse one's mentality to achieve learning goals. The novelty dimension earned an average of 2.15. This means the product is creative and innovative. The creative and innovative aspects that teachers need to believe in play an important role in education (Cachia et al., 2010). Based on the results of comparison with the benchmark scale, aspects of attractiveness, efficiency, dependability, stimulation, and novelty the result is excellent. As for perspicuity, the results are good. These results indicate that the Canva application can be said to be in the Excellent category because each scale has an average value above 1, but efforts still need to be made to increase perspicuity by providing functions or features that help get work done and are fun to use. So that the results of this study can be used as a basis for developing digital teaching media users for teachers.

CONCLUSION AND SUGGESTIONS

Digital supplementary materials for descriptive text materials using the Canva platform for seventh grade students in junior high schools are developed following the Design and Development research stages, including analyzing, designing, developing, and evaluating based on Richey & Klein, (2005) media measurements through UEQ (user evaluation questionnaire). The UEQ Data Analysis Tool shows that Attractiveness (mean 2.30), Efficiency (mean 2.15), Dependability (mean 2.04), Stimulation (mean 2.35), and Novelty (mean 2.15) score well. Perspicuity (mean 2.00) scores well. The beauty dimension averaged

2.30 from 34 people. Since engaging media will teach in a new way, instructors must be skilled at generating new media that students will remember. Perspicuity dimensions averaged 2.00. Thus, the app's interface is easy to learn. Reliability averaged 2.04. This means the user understands the product's interaction. Stimulation averaged 2.35. All factors are positively assessed on average.

Two experts found the digital descriptive text additional material suitable for seventh graders in an introductory middle school English course. This digitally supplemented descriptive text resource addresses seventh grade themes and presents learning objectives, outcomes, and cognitive levels based on pre-designed blueprints. Digital supplemental tools help professors introduce new concepts to students, and students can better understand their Canva projects. The Canva-created digital supplemental descriptive text material is an effective medium for evaluating descriptive text material for seventh-graders in junior high schools.

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