

**THE EFFECT OF DIGITAL POSTER CANVA TOWARDS STUDENTS'
WRITING ABILITY OF ANNOUNCEMENT AT THE TENTH GRADE
STUDENTS OF SMA YLPI PEKANBARU**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree at
Teacher Training and Education Faculty of Islamic University of Riau*



**JULIANA SARI SAPUTRI
166311133**

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2020**


THESIS APPROVAL

TITLE

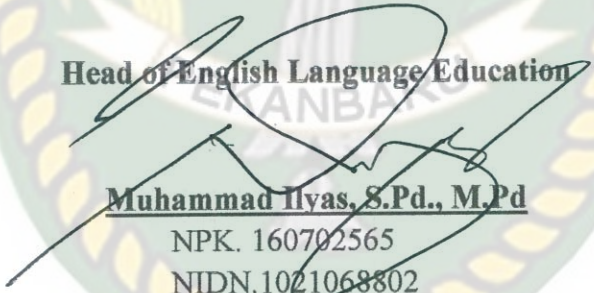
**THE EFFECT OF DIGITAL POSTER CANVA TOWARD STUDENTS'
WRITING ABILITY OF ANNOUNCEMENT AT THE TENTH GRADE
STUDENTS OF SMA YLPI PEKANBARU**

Name : Juliana Sari Saputri
Student Number : 166311133
Faculty : Teacher Training and Education
Study Program : English Language Education

Advisor


Miranti Eka Putri, M. Ed
NIDN. 1005068201

Head of English Language Education


Muhammad Ilyas, S.Pd., M.Pd
NPK. 160702565
NIDN. 1021068802
Penata/Lektor/IIIc

This Thesis submitted as one of the requirement for getting Sarjana Degree in English Study Program Faculty of Teacher Training and Education of Universitas Islam Riau.

The Vice Dean of Academic


Dra. Kiki Hastuti, M.Pd
NIP. 195911091987032002
NIDN. 001109590411

THESIS APPROVAL

TITLE

**THE EFFECT OF DIGITAL POSTER CANVA TOWARD STUDENTS'
WRITING ABILITY OF ANNOUNCEMENT AT THE TENTH GRADE
STUDENTS OF SMA YLPI PEKANBARU**

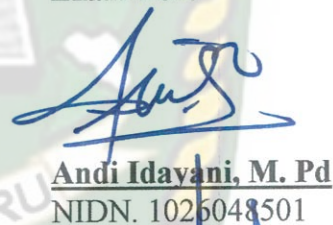
Name : Juliana Sari Saputri
Students Number : 166311133
Study Program : English Language Education
Faculty : Teacher Training and Education

**THE CANDIDATE HAS BEEN EXAMINED
THURSDAY, 10th SEPTEMBER 2020
THE EXAMINERS COMMITTEE**

Advisor


Miranti Eka Putri, M. Ed
NIDN. 1005068201

Examiners



Andi Idayani, M. Pd
NIDN. 1025048501


Johari Afrizal, M. Ed
NIDN. 1013106701

The thesis has been approved to be one of requirement for a award as Sarjana Degree in English Language Education Teacher Training Education Faculty of Universitas Islam Riau

Pekanbaru, 12th October 2020

The Vice Dean of Academic


Dr. Hj. Tity Hastuti., M.Pd
NIP. 195911091987032002
NIDN. 001109590411

LETTER OF NOTICE

The advisor hereby notice that:

Name : Juliana Sari Saputri
Student Number : 166311133
Faculty : Teacher Training and Education
Study Program : English Language Education
Advisor : Miranti Eka Putri S.Pd., M.Ed

Has been completely written a thesis which entitled:

**THE EFFECT OF DIGITAL POSTER CANVA TOWARD
STUDENTS' WRITING ABILITY OF ANNOUNCEMENT AT THE
TENTH GRADE STUDENTS OF SMA YLPI PEKANBARU**

It has been to be examined

This letter is made to be used as it is needed.











Pekanbaru, 31th August 2020
Advisor


Miranti Eka Putri. M.Ed
NIDN.1005068201


THESIS GUIDANCE AGENDA

Thesis guidance has been done to:

Name : Juliana Sari Saputri
 Students Number : 166311133
 Study Program : English Language Education
 Faculty : Teacher Training and Education
 Advisor : Miranti Eka Putri S.Pd.,M.Ed
 Tittle : The Effect of Digital Poster Canva Toward Students' Writing Ability of Announcement at the Tenth Grade Students of SMA YLPI Pekanbaru.

No	Date	Guidance Agenda	Signature
1	23/10/2019	Research Problem & Title of the Research	
2	28/11/2019	Revised Chapter I, II	
3	09/12/2019	Revised Chapter I, II, III and Conceptual Framework	
4	27/01/2020	Revised Chapter I, II, III and the Rules of Research	
5	29/01/2020	Revised Chapter I, II, III, and References	
6	30/01/2020	Acc to Join Seminar	
7	17/02/2020	Join to Seminar	
8	23/08/2020	Revised Chapter IV & V	
9	31/08/2020	Approved to Join Thesis Examination	
10	10/09/2020	Join to Thesis Examination	

Pekanbaru, August 2020
 The Vice Dean of Academic


Dr. Hj. Tity Hastuti., M.Pd
 NIP.195911091987032002
 NIDN.001109590411

DECLARATION

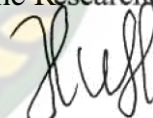
Name : Juliana Sari Saputri
Student Number : 166311133
Study Program : English Language Education
Faculty : Teacher Training and Education
Thesis' Title

THE EFFECT OF DIGITAL POSTER CANVA TOWARD STUDENTS' WRITING ABILITY OF ANNOUNCEMENT AT THE TENTH GRADE STUDENTS OF SMA YLPI PEKANBARU

I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, 31th August 2020

The Researcher



Juliana Sari Saputri

NPM. 166311133



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU

F.A.3.07

UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

InKaharuddinNasution No. 113 P. MarpoyanPekanbaru Riau Indonesia – KodePos: 28284

Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

FORMULIR PENGAJUAN JUDUL SKRIPSI

Saya yang bertandatangan di bawah ini:

Nama : Juliana Sari Saputri

NPM : 166311133

Tempat/Tgl. Lahir : Tasik Betung, 11 September 1997

Alamat : Perm. Dokaga Blok B No 2

No. Telp./HP : 0822 4344 4542

Bermaksud mengajukan judul skripsi sebagai berikut:

Judul I : The effect of Digital Poster Canva towards
Students' writing Ability of Announcement
at the tenth grade student's of SMA YLPI

Judul II : Pekanbaru

Judul III : _____

Usulan Pembimbing (Ditentukan oleh Ketua Program Studi)

Pembimbing : Miranti Eka Putri, S.Pd., M.Ed

Menyetujui,
Ketua Program Studi Pendidikan Bahasa Inggris

Miranti Eka Putri, S.Pd., M.Ed
NIDN. 1005068201

Pekanbaru, 10/10/2019
Mahasiswa yang mengajukan,

Juliana Sari Saputri
NPM. 166311133

Mengetahui,
Wakil Bidang Akademik

Dr. Sri Amnah, M.Si
NIDN. 0007107005

Catatan apabila judul belum disetujui:

Pertimbangan Utama Ka. Prodi dalam menetapkan Pembimbing:

1. Judul ini merupakan penelitian Payung (Kolaboratif) dengan dosen yang bersangkutan
2. Kepakaran Dosen sesuai Rumpun ilmu
3. Pemerataan Distribusi Pembimbing

copy 2x

UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Form 2

Alamat : Jalan Kaharuddin Nasution No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	:	Juliana Sari Saputri
NIM	:	16 631 1133
Hari Tanggal Seminar	:	Senin/ 17 Februari 2020
Pembimbing Utama	:	Miranti Eka Putri, S.Pd., M.Ed.

Judul Proposal Penelitian

The Effect of Digital Poster Canva Toward Students' Reading Comprehension on Announcement Text of Eight Grade at SMPN 34 Pekanbaru.

REKOMENDASI HASIL SEMINAR

1. Judul yang diterima	:	Disetujui/Direvisi/ dirubah judul baru
The Effect of Digital Poster canva towards students' Writing Ability of Announcement at the tenth grade Sidenes of SMA YLPI Pekanbaru		
2. Identifikasi Masalah	:	Jelas/ Kurang Jelas/ Dirubah
3. Perumusan Masalah	:	Jelas/ Kurang Jelas/ Dirubah
4. Tujuan Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
5. Teori Utama dan Teori Pendukung	:	Jelas/ Kurang Jelas/ Dirubah
6. Hipotesis Penelitian (jika ada)	:	Jelas/ Kurang Jelas/ Dirubah
7. Populasi dan Sampel/ Subjek Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
8. Metode dan Disain Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
9. Variabel Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
10. Instrumen Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
11. Prosedur Penelitian	:	Jelas/ Kurang Jelas/ Dirubah
12. Teknik Pengambilan Data	:	Jelas/ Kurang Jelas/ Dirubah
13. Teknik Pengolahan Data	:	Jelas/ Kurang Jelas/ Dirubah
14. Teknik Analisis Data	:	Jelas/ Kurang Jelas/ Dirubah
15. Daftar Rujukan / Pustaka	:	Relevan/ Kurang Relevan/ Perlu Ditambah

Tim Dosen Pemrasaran Seminar Proposal

Dosen Pemrasaran	Jabatan Dalam Seminar	Tanda Tangan
Miranti Eka Putri, S.Pd., M.Ed.	Pembimbing Utama	1.
Johari Afrizal, S.Pd., M.Ed.	Anggota	2.
Andi Idayani, S.Pd., M.Pd.	Anggota	3.

Ketua Program Studi

Miranti Eka Putri, S.Pd., M.Ed.
NPK. 091102367
NIDN. 1005068201
Penata / III C/ Lektor



Pekanbaru, 2020

Diketahui Oleh Wakil Dekan Bidang Akademik

Dr. Sri Amnah, S.Pd., M.Si
NPK. 1970 10071 998 0320
NIDN. 0007 107 005
Sertifikat Pendidik : 13110100601134
Penata. IIIc / Lektor

SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU

NOMOR : 386 /FKIP-UIR/Kpts/2020

**Tentang : Penunjukan Pembimbing I Dan Pembimbing II Penulisan Skripsi Mahasiswa FKIP
UNIVERSITAS ISLAM RIAU**

Menimbang : 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk Pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.
2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Tinggi.
4. Surat Keputusan Menteri Pendidikan Nasional :
a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi.
b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi.
c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.
d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi Perguruan Tinggi.
e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi.
5. Surat Keputusan Pimpinan YLPI Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau.
6. Surat Keputusan Rektor Universitas Islam Riau Nomor. 112/UIR/Kpts/2016 Tentang Pengangkatan Dekan FKIP Universitas Islam Riau Tanggal.31 Maret 2016.

MEMUTUSKAN

Menetapkan : 1. Menunjuk nama-nama tersebut dibawah ini sebagai Pembimbing skripsi

No.	Nama	Pangkat/Golongan	Pembimbing
1.	Miranti Eka Putri, S.Pd.,M.Ed	Lektor - Penata / IIIc	Pembimbing Utama

Nama Mahasiswa	Juliana Sari Saputri
NPM	166311133
Program Study	Pendidikan Bahasa Inggris
Judul Skripsi	The Effect of Digital Poster Canva Towards Students' Writing Ability of Announcement at the Tenth Grade Student's of SMA YLPI Pekanbaru.

2. Tugas-tugas Pembimbing berpedoman kepada ketentuan yang berlaku.
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku di Universitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

Kutipan : Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru
Tanggal : 04 Maret 2020

Dekan,

Drs. Alzaber, M.Si.

NIP. 19591204 198610 1001

Tembusan disampaikan kepada :

1. Yth. Rektor UIR Pekanbaru
2. Yth. Kepala Biro Keuangan UIR Pekanbaru
3. Yth. Ketua Program Study Pendidikan Bahasa Inggris FKIP UIR Pekanbaru
4. Pteringgal..



UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الْجَامِعَةُ الْإِسْلَامِيَّةُ الرِّيَاضِيَّة

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

Pekanbaru, 04 Maret 2020

Nomor : 938 /E-UIR/27-FKIP/2020
Hal : *Izin riset*

Kepada Yth Bapak Gubernur Riau
C/q Bapak Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di –
Pekanbaru

Assalamu'alaikum Wr, Wbr.

Bersama ini datang menghadap Bapak/Ibu mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau:

Nama : Juliana Sari Saputri
Nomor Pokok Mhs : 166311133
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris

Untuk meminta izin melakukan penelitian dengan judul **"The Effect of Digital Poster Canva Towards Students' Writing Ability of Announcement at the Tenth Grade Student's of SMA YLPI Pekanbaru"**.

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan rekomendasi izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam
Dekan,

Drs. Alzaber, M.Si

NIP/NPK : 19591 204 198910 1001

Sertifikasi. 11110100600810

NIDN.0004125903



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/31836
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau, Nomor : 938/E-UIR/27-FKIP/2020 Tanggal 4 Maret 2020, dengan ini memberikan rekomendasi kepada:

1.04.02.01

1. Nama : JULIANA SARI SAPUTRI
2. NIM / KTP : 166311133
3. Program Studi : PENDIDIKAN BAHASA INGGRIS
4. Jenjang : S1
5. Alamat : PEKANBARU
6. Judul Penelitian : THE EFFECT OF DIGITAL POSTER CANVA TOWARDS STUDENTS' WRITING ABILITY OF ANNOUNCEMENT AT THE TENTH GRADE STUDENT'S OF SMA YLPI PEKANBARU
7. Lokasi Penelitian : SMA YLPI PEKANBARU, MARPOYAN, PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 9 Maret 2020



Ditandatangani Secara Elektronik Oleh:
**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 10 Maret 2020

No : 071/Disdik/1.3/2020/3018
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Kepada
Yth. Kepala SMAN YLPI Pekanbaru
Marpoyan,
di-
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/31836 Tanggal 9 Maret 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : JULIANA SARI SAPUTRI
NIM : 166311133
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : THE EFFECT OF DIGITAL POSTER CANVA TOWARDS STUDENTS' WRITING ABILITY OF ANNOUNCEMENT AT THE TENTH GRADE STUDENT'S OF SMA YLPI PEKANBARU

Lokasi Penelitian : SMA YLPI PEKANBARU, MARPOYAN, PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



Tembusan:
Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau



**YAYASAN LEMBAGA PENDIDIKAN ISLAM RIAU
SEKOLAH MENENGAH ATAS**

(SMA - YLPI PEKANBARU)

IZIN OPERASIONAL KANWIL DEPDIKBUD PROP. RIAU

TANGGAL : 05 MARET 1984 NO. 02375/109.2b/13-84

AKREDITASI : A

NOMOR : 581/BAP-SM/KP.09/X/2016 TANGGAL 26 OKTOBER 2016



NSS : 304096007042
NDS : 106084002

ALAMAT : JLN. KAHARUDDIN NST KM. 11 P. MARPOYAN KOTA PEKANBARU Telp. (0761) 71861

SURAT KETERANGAN

Nomor : 026/109.2/SMA-YLPI/VIII/2020

Yang bertanda tangan dibawah ini, Kepala SMA-YLPI Pekanbaru menerangkan bahwa :

Nama : JULIANA SARI SAPUTRI
NIM : 166311133
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Judul Penelitian : THE EFFECT OF DIGITAL POSTER CANVA TOWARDS STUDENTS ' WRITING ABILITY OF ANNOUNCEMENT AT THE TENTH GRADE STUDENT'S OF SMA YLPI PEKANBARU.

Benar nama yang tersebut diatas telah selesai melakukan Riset/ Penelitian di SMA-YLPI Pekanbaru.

Demikianlah Surat Keterangan ini kami buat untuk dapat dipergunakan Sebagaimana mestinya.

Pekanbaru, 27 Agustus 2020
KEPALA SEKOLAH,



SUHARDI, S.Pd
NPK. 170 106 638



UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الْجَامِعَةُ الْإِسْلَامِيَّةُ الرَّيُّوْنِيَّةُ

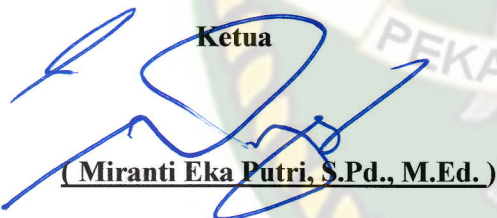
Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 10 bulan September Tahun 2020 Nomor : 1424 /Kpts/2020, maka pada hari Kamis Tanggal 10 bulan September tahun 2020 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

- | | |
|------------------------|--|
| 1. Nama | : Juliana Sari Saputri |
| 2. Nomor Pokok Mhs | : 16 631 1133 |
| 3. Program Study | : Pendidikan Bahasa Inggris |
| 4. Judul Skripsi | : The Effect of Digital Poster Canva towards Students' Writing Ability of Announcement at The Tenth Grade Students of SMA YLPI Pekanbaru |
| 5. Tanggal Ujian | : 10 September 2020 |
| 6. Tempat Ujian | : Ruang Sidang FKIP – UIR |
| 7. Nilai Ujian Skripsi | : 88.95 (A) |
| 8. Prediket Kelulusan | : |

Keterangan Lain : Ujian berjalan aman dan tertib

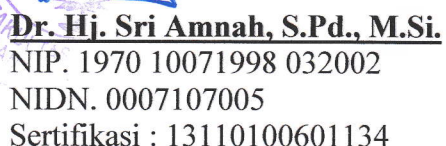

Ketua
(Miranti Eka Putri, S.Pd., M.Ed.)

Dosen Penguji :

1. Miranti Eka Putri, S.Pd., M.Ed.
2. Johari Afrizal, S.Pd., M.Ed.
3. Andi Idayani, S.Pd., M.Pd.

()
()
()

Pekanbaru, 10 September 2020
Dekan


Dr. Hj. Sri Amnah, S.Pd., M.Si.
NIP. 1970 10071998 032002
NIDN. 0007107005
Sertifikasi : 13110100601134

DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama : JULIANA SARI SAPUTRI
 Tempat/Tgl.Lahir : TASIK BETUNG / 11 September 1997
 NPM : 166311133
 Fakultas : Fakultas Keguruan Dan Ilmu Pendidikan
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang Pendidikan : Strata Satu (S.1)

KODE MK	MATA KULIAH	NILAI	AM	K	KM
BS12005	BAHASA INDONESIA / INDONESIAN LANGUAGE	B	3	2	6
IG13002	BASIC ENGLISH GRAMMAR / BASIC ENGLISH GRAMMAR	B	3	3	9
IG3004	BASIC READING / BASIC READING	A-	3,67	3	11,01
IG13005	INTERPRETATIVE LISTENING / INTERPRETATIVE LISTENING	A-	3,67	3	11,01
BS12001	LANDASAN PENDIDIKAN / INTRODUCTION OF EDUCATION	A-	3,67	2	7,34
BS12001	PENDIDIKAN AGAMA ISLAM / ISLAMIC EDUCATION	A	4	2	8
BS12007	PENDIDIKAN PANCASILA / PANCASILA EDUCATION	B	3	2	6
IG13001	PRONUNCIATION PRACTICE / PRONUNCIATION PRACTICE	B	3	3	9
IG13003	SPEAKING FOR EVERYDAY COMMUNICATION / SPEAKING FOR EVERYDAY COMMUNICATION	B-	2,67	3	8,01
IG23010	ACADEMIC LISTENING / ACADEMIC LISTENING	B+	3,33	3	9,99
BS22002	AL ISLAM 1 (FIKIH IBADAH) / AL ISLAM 1 (FIQIH IBADAH)	B	3	2	6
IG23012	BELAJAR DAN PEMBELAJARAN / TEACHING AND LEARNING ENGLISH	A	4	3	12
IG22009	EXTENSIVE READING / EXTENSIVE READING	A	4	2	8
BS22004	ILMU KEALAMAN / NATURAL SCIENCES	B+	3,33	2	6,66
IG23007	INTERMEDIATE GRAMMAR / INTERMEDIATE GRAMMAR	B	3	3	9
IG23006	PARAGRAPH WRITING / PARAGRAPH WRITING	B	3	3	9
BS12008	PENDIDIKAN KEWARGANEGARAAN / CITIZENSHIP	B	3	2	6
IG22008	SPEAKING FOR GROUP ACTIVITIES / SPEAKING FOR GROUP ACTIVITIES	B+	3,33	2	6,66
IG22011	VOCABULARY IN CONTEXT / VOCABULARY IN CONTEXT	B-	2,67	2	5,34
IG33016	ACADEMIC READING / ACADEMIC READING	B	3	3	9
IG33013	ADVANCED GRAMMAR / ADVANCED GRAMMAR	B+	3,33	3	9,99
BS32005	AL ISLAM 2 (FIKIH MU'AMALAT) / AL ISLAM 2 (FIKIH MU'AMALAT)	A	4	2	8
IG32018	ENGLISH PHONETICS AND PHONOLOGY / ENGLISH PHONETICS AND PHONOLOGY	B+	3,33	2	6,66
IG23012	ESSAY WRITTING / ESSAY WRITTING	B	3	3	9
IG32018	INTRODUCTION TO JOURNALISM / INTRODUCTION TO JOURNALISM	B±	3,33	2	6,66
IG32017	INTRODUCTION TO LINGUISTICS / INTRODUCTION TO LINGUISTICS	B+	3,33	2	6,66
BS32006	KURIKULUM DAN PEMBELAJARAN / CURRICULUM AND LEARNING	A	4	2	8
IG32019	SECOND LANGUAGE ACQUISITION / SECOND LANGUAGE ACQUISITION	B-	2,67	2	5,34
IG33014	SPEAKING FOR FORMAL SETTING / SPEAKING FOR FORMAL SETTING	A	4	3	12
IG43023	ACADEMIC WRITING / ACADEMIC WRITING	A-	3,67	3	11,01
BS42007	AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST) / AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST)	B	3	2	6
IG42027	ASSESMENT IN ENGLISH LANGUAGE TEACHING / ASSESMENT IN ENGLISH LANGUAGE TEACHING	A-	3,67	2	7,34
IG42031	BUSINESS CORRESPONDENCE / BUSINESS CORRESPONDENCE	A	4	2	8

IG42025	CROSS CULTURAL UNDERSTANDING / CROSS CULTURAL UNDERSTANDING	B+	3.33	2	6.66
IG42024	ENGLISH MORPHOLOGY / ENGLISH MORPHOLOGY	B+	3.33	2	6.66
IG42026	ENGLISH SYNTAX / ENGLISH SYNTAX	B	3	2	6
BS42010	ETIKA DAN PROFESI PENDIDIKAN / ETIC AND EDUCATIONAL PROFESSION	A-	3.67	2	7.34
IG42028	NEWS AND REPORT WRITING / NEWS AND REPORT WRITING	A-	3.67	2	7.34
BS42009	PENGELOLAAN PENDIDIKAN / MANAGEMENT OF EDUCATION	A	4	2	8
FK42008	PSIKOLOGI PENDIDIKAN / EDUCATIONAL PSYCHOLOGY	A-	3.67	2	7.34
IG52035	DISCOURSE ANALYSIS / DISCOURSE ANALYSIS	B	3	2	6
IG52037	EDITING / EDITING	A-	4	2	8
IG52033	ENGL.FOR YOUNG LEARNERS / ENGL.FOR YOUNG LEARNERS	A-	3.67	2	7.34
IG52040	ENGLISH FOR OFFICE / ENGLISH FOR OFFICE	B	3	2	6
IG53043	EVALUASI DAN TEKNIK PENCAPAIAN HASIL BELAJAR SISWA PEND. BHS. INGG / EVALUATION AND LEARNING ACHIEVEMENT	C+	2.33	3	6.99
BS52011	FILSAFAT PENDIDIKAN ISLAM / PHILOSOPHY OF ISLAMIC EDUCATION	B+	3.33	2	6.66
IG52032	INTRODUCTION TO LITERATURE / INTRODUCTION TO LITERATURE	B+	3.33	2	6.66
IG52036	LINGUISTICS AND LITERARY RESEARCH / LINGUISTICS AND LITERARY RESEARCH	A-	3.67	2	7.34
IG52041	MEDIA PEMB. DAN TEK. PEND. BHS. INGG / TECHNOLOGY AND INSTRUCTIONAL MEDIA IN ENGLISH EDUCATION	A	4	2	8
IG52034	SEMANTICS / SEMANTICS	B-	2.67	2	5.34
IG53042	TELAH KURIKULUM DAN PERENCANAAN PENGEMBANGAN PEMB. PEND. BHS. INGG / STUDY ON CURRICULUM AND TEACHING DEVELOPMENT ENGLISH	A-	3.67	3	11.01
BS62014	BIMBINGAN DAN KONSELING / GUIDANCE AND COUNSELING	A-	3.75	2	7.5
IG62045	ENGLISH FOR SPECIFIC PURPOSE / ENGLISH FOR SPECIFIC PURPOSE	A-	3.75	2	7.5
BS62013	KEWIRAUSAHAAN DI BIDANG PENDIDIKAN / ENTREPRENEURSHIP EDUCATION	A-	3.75	2	7.5
IG63049	PENELITIAN PENDIDIKAN BAHASA INGGRIS / RESEARCH ON LANGUAGE TEACHING	B	3	3	9
IG62046	PSYCHOLINGUISTICS / PSYCHOLINGUISTICS	A	4	2	8
IG62048	SOCIOLINGUISTICS / SOCIOLINGUISTICS	A	4	2	8
FK63012	STATISTIK PENDIDIKAN / EDUCATIONAL STATISTICS	A	4	3	12
IG62044	TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) / TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)	A-	3.75	2	7.5
IG63050	TEORI DAN PRAKTEK PENGAJARAN MIKRO PENDIDIKAN BAHASA INGGRIS / THEORY AND PRACTICE MICRO TEACHING OF EDUCATION	A-	3.75	3	11.25
IG63047	TRANSLATION / TRANSLATION	A-	3.75	3	11.25
BS74015	KULIAH PRAKTEK LAPANGAN PENDIDIKAN (KLP) / EDUCATION FIELD AND PRACTICE	A	4	4	16
IG72051	SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGGRIS / SEMINAR OF ENGLISH EDUCATION	A-	3.75	2	7.5
BS86016	THESIS / THESIS	A	4	6	24
		Jumlah		154	533.36
		IPK		3.46	

Pekanbaru, 26 Oktober 2020
Kepala BAAK


DR. Kurnia Hastuti, S.T., M.T

ABSTRACT

Juliana Sari Saputri, 2020. The Effect of Digital Poster Canva Toward Students' Writing Ability of Announcement at the Tenth Grade Students of SMA YLPI Pekanbaru. Thesis

Keywords: *Digital Poster Canva, Writing Ability, Announcement.*

This research is about the effect of Digital Poster Canva toward students' writing ability of announcement at the tenth grade students of SMA YLPI Pekanbaru in academic year 2020/2021. The purpose of this research is to find out the effect of Digital Poster Canva toward students' writing ability of announcement.

The design of this research is Pre-Experimental research which used One Group Pretest-Posttest. In One Group Pretest-Posttest, Firstly the researcher gave a pre-test to the group that would give treatment, then researcher conduct treatment, after finishing treatment, the researcher gave a post-test. The technique to analyze the data was using SPSS version 24.

The result of this research showed the mean score in the pre-test was 56.82 and there was 3.6 % (1 students) who got the score ≥ 82 and the mean score in post-test was 88.21, and there was 89.3 % (25 students) who got score ≥ 82 , it indicated that the scores and the mean in post-test were better than pre-test. The finding scores of Sig. (2-tailed) = 0.000. It made the null hypothesis will be rejected and alternative hypothesis will be accepted, which may be conclude that there is a significant effect by using Digital Poster Canva toward students' writing ability at the tenth grade students of SMA YLPI Pekanbaru.

ACKNOWLEDGEMENT

Alhamdulillah rabil 'alamin, I would like to thank to Allah subhanahu wa ta'ala for blessing, love, health, and opportunity to complete this thesis under current conditions. Shalawat is also sent to Prophet Muhammad shallallahu 'alaihi wa sallam who had delivered the truth to human beings in general and Muslim in particular.

In completing this thesis, a lot of people have provided motivation, advice, and support for me. In this valuable chance, I intended to express his gratitude and appreciation to all of them. Therefore, I want thanks to:

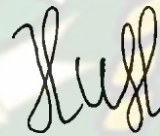
1. Dra. Hj. Tity Hastuti., M. Pd as the Vice Dean of Education and Teacher Training Faculty.
2. Muhammad Ilyas S.Pd., M.Pd as the Head of English Language Education and Sri Wahyuni S.Pd., M.Pd as the Secretary of English Language Education who gave support and permission to write this thesis.
3. Miranti Eka Putri S.Pd., M.Ed as the supervisor who always encouraged me to complete my obligations in this thesis. Thank you for your advice, criticism, support, time, dedication, guidance in completing this thesis.
4. Johari Afrizal., S.Pd., M.Ed and Andi Idayani., S.Pd., M.Pd as examiner who give advice, supervision, and crucial contribution in the improvement of the result of this thesis.
5. All lecturers in English Language Education of Teacher Training and Education Faculty of UIR who gave me so many lessons and experience during this course.
6. For my beloved family, I faithfully dedicate this thesis to my beloved parents, Jomaris and Mardiah, for always give support in moral and material, prays, loving me without any condition and under any circumstances. And also my beloved brothers, Jumarhadi Kurniawan & Juandi Eko Saputra and my sister in law Wike Yuliati. thank you for always support me to do this thesis.
7. For my beloved best friends, Ria Alfarina, Haza Juliani, Fitri Handayani, Angie Shevia, Afrida Bugis, Nikmatul Khasanah and everyone who cannot be

mention one by one. Thank you for the support, suggestion and all help given to me. You are always be a good listener for every problem I faced.

8. I gratefully thank to the principal of SMA YLPI Pekanbaru for allowing me to conduct the research there. Also to the English teacher in SMA YLPI Pekanbaru for allowing me to conduct my research in his class. I could never have finished this without your great guidance. And also for students of X IPA thank you for the cooperation, time, and warm welcome, so I can conduct my research well.

This thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thoughtful suggestion and critics are welcomed.

Pekanbaru, 31th August 2020
The researcher



Juliana Sari Saputri
NPM. 166311133

TABLE OF CONTENT

COVER

THESIS APPROVAL

LETTER OF NOTICE

DECLARATION i

ACKNOWLEDGEMENT ii

ABSTRACT iv

TABLE OF CONTENT v

LIST OF TABLES viii

LIST OF FIGURES ix

LIST OF DIAGRAM x

LIST OF APPENDICES xi

CHAPTER I. INTRODUCTION

1.1 Background of the Problem..... 1

1.2 Setting of the Problem 4

1.3 Limitation of the Research 6

1.4 Formulation of the Problem 6

1.5 Objective of the Research 6

1.6 Significance of the Research 6

1.7 Definition of the Key Terms 7

CHAPTER II. REVIEW OF RELATED LITERATURE

2.1 Relevance Theories..... 9

2.1.1 Digital Poster Canva 9

2.1.1.1 Purposes of Digital Poster Canva..... 10

2.1.1.2 Characteristics of Digital Poster Canva..... 11

2.1.1.3 Components of Digital Poster Canva 11

2.1.1.4 Procedures of Digital Poster Canva 12

2.1.1.5 Features of Digital Poster Canva 18

2.1.1.6 Web on Digital Poster Canva.....	18
2.1.2 Writing	19
2.1.2.1 Purposes of Writing.....	21
2.1.2.2 Components of Writing	22
2.1.2.3 The Process of Writing.....	23
2.1.2.4 Types of Writing	24
2.1.2.5 Scoring of Writing.....	26
2.1.3 Announcement	28
2.1.3.1 Elements Structures of Announcement	29
2.1.3.2 Kinds of Announcement.....	29
2.2 Relevance Study	30
2.3 Conceptual Framework	32
2.4 Hypothesis	34

CHAPTER III. RESEARCH METHOD

3.1 Research Design	35
3.2 Location and Time of the Research	36
3.3 Population and Sample of the Research.....	37
3.3.1 Population.....	37
3.3.2 Sample	38
3.4 Instrument of the Research.....	39
3.4.1 Independent Variable (X)	40
3.4.2 Dependent Variable (Y)	40
3.5 Data Collection Technique.....	40
3.6 Data Analysis Technique	41

CHAPTER IV. RESEARCH FINDINS

4.1 Data Presentation	43
4.2 Hypothesis Testing	48
4.3 Data Interpretation	51

4.3.1	Content, Organization, Vocabulary, Language Use and Mechanics in Pre Test	51
4.3.2	Content, Organization, Vocabulary, Language Use and Mechanics in Post Test.....	52
4.4	Mechanism of the Research	52
CHAPTER V. CONCLUSION AND SUGGESTION		
5.1	Conclusion.....	57
5.2	Suggestion	58
REFERENCES		59

LIST OF TABLES

Table 2.1	Scoring of Writing.....	26
Table 2.2	Total Scoring.....	28
Table 3.1	Design of Research.....	36
Table 3.2	Schedule of the Research.....	36
Table 3.3	Population of the Research.....	38
Table 3.4	Sample of the Research.....	39
Table 4.1	Students Scores in Pre Test.....	44
Table 4.2	Students Scores in Post Test.....	46
Table 4.3	Increasing of Each Components.....	47
Table 4.4	Hypothesis Testing.....	48
Table 4.5	One-Sample Test.....	50

LIST OF FIGURES

Figure 2.1 Procedures of Digital Poster Canva (1)	13
Figure 2.2 Procedures of Digital Poster Canva (2)	13
Figure 2.3 Procedures of Digital Poster Canva (3)	14
Figure 2.4 Procedures of Digital Poster Canva (4).....	14
Figure 2.5 Procedures of Digital Poster Canva (5).....	15
Figure 2.6 Procedures of Digital Poster Canva (6)	15
Figure 2.7 Procedures of Digital Poster Canva (7)	16
Figure 2.8 Procedures of Digital Poster Canva (8)	16
Figure 2.9 Procedures of Digital Poster Canva (9)	17
Figure 2.10 Procedures of Digital Poster Canva (10).....	17
Figure 2.11 Conceptual Framework	35
Figure 3.1 Research Design	25

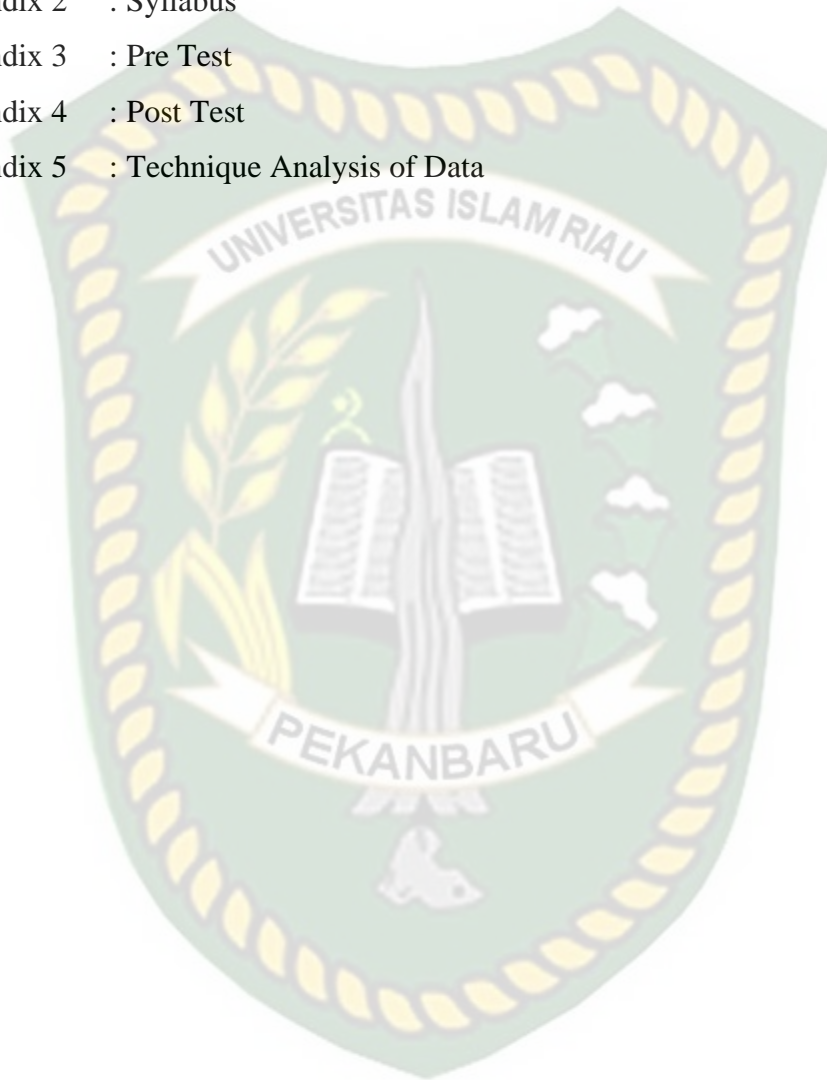
LIST OF DIAGRAM

Diagram 4.1 Increasing of Pre Test and Post Test.....	49
---	----



LIST OF APPENDICES

- Appendix 1 : Lesson Plan
- Appendix 2 : Syllabus
- Appendix 3 : Pre Test
- Appendix 4 : Post Test
- Appendix 5 : Technique Analysis of Data



CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Industrial Revolution 4.0 is an interesting thing in nowadays era. The Industrial Revolution 4.0 is a phenomenon that collaborate cyber technology and automation technology. This Industrial Revolution is considered to bring changes to the new business model in the manufacturing sector by utilizing integrated digital technology. The concept of application is centered on the concept of automation which is conducted by technology without requiring human labor in the application process. In the fourth Industrial Revolution marked by the increasingly optimal use of information and communication technology, and industry produced a new business model in digital-based. All of these processes create high efficiency and higher quality products. The Industrial Revolution 4.0 is not only focused on manufacturing production processes, but can broadly affect all aspects of human life and Industrial Revolution 4.0 can also affect in education.

The relationship of education and industrial revolution 4.0 is, in education, demanded to follow technological developments that are developing rapidly to easily the learning process. In the modern era, the application of technology is comprehensive in the educational environment which aims to help improve the quality of virtual learning that can be accessed through free internet connection by all users. Technology is needed in education. In the education process, communication is carried out using media communication such as telephone, computer, internet, e-mail, etc. Interaction between teacher or lecturer and

students is not only doing through face-to-face, but also can using these media. Another impact of using technology in education is that the information needed will be more quickly and easily accessible for educational purposes, innovation in learning is increasingly developing with e-learning innovations that further facilitate the educational process. Technology can be used in teaching writing to the students.

Writing is a system of graphic symbols that can be used to convey meaning. Writing is one of four language skills that have to master by students in learning English in order can to express oneself, to provide information, to persuade, or to create a literary work. Writing has a very important role of learning English, because Writing can allow students to expand knowledge and develop imagination in describing something. Good in writing can allow students to communicate the message with clarity and ease. Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written.

Writing is a skill that is required in written communication. A good writing is not always easy and may be a challenge. Mastering vocabularies and tenses become the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph. Writing is the most difficult language skill among other types of language skills. This is because writing is not just copying words and sentences, but it also develops and expresses thoughts in an organized structure of writing. In writing process have to always involve thinking skill and creative skill.

Teaching students in Writing English text is not an easy thing. In teaching writing, the teacher's responsibilities in helping learners achieve the goals is to motivate writing by selecting appropriate texts, to design useful writing tasks, to set up effective classroom procedure, to encourage good writing, and to create supportive environment for practicing writing. In the classroom, teacher has to decide what the purpose in writing will be done. It is writing for pleasure or provides information. If the purpose of writing that will be done is for pleasure, the topic of writing text can be free. And if the purpose of writing text that will be done is for provide information, so the topic of writing text should be prepared before teacher teaching in writing class. In teaching writing, teacher must prepare interesting teaching methods or media of writing to make students more enjoy and fun as long as they learning writing.

Nowadays, there are many technology applications that can be used in learning to write English text, one of them is Digital Poster Canva. In this research, the researcher wants to apply Digital Poster Canva as a media to teach writing to the students. The benefits of using Digital Poster Canva are; colorful, attractive learning media which cater for different learning styles and which create a more stimulating and interesting class environment. One kind of short functional text that can teach by using Digital Poster Canva is Announcement.

Announcement is a statement in spoken or written form that makes something known publicly. Announcement t is one of short functional text that study in tenth grade of SMA YLPI Pekanbaru. Announcement is containing information of facts, event, or intentions that that written presented to the public. The function is printed to let you know what has happened or what will happen.

We can find announcement written in school wall magazines or in public places. The reasons why the researcher interest to discuss about announcement because, announcement is one of material that learn in tenth grade, many students that still difficult or confuse to get detail idea and to organizing correct announcement writing, and announcement more support in using Digital Poster Canva. In learning announcement students are expected to be able to write good announcements and use appropriate text structures and linguistic elements, according to the writing aspects

Based on the explanation, the researcher is interested to conduct a research entitled: **The Effect of Digital Poster Canva Toward Students' Writing Ability of Announcement at the Tenth Grade Students SMA YLPI Pekanbaru.**

1.2 Setting of the Problem

Announcement has several elements, such as stating purpose, stating day and date, stating place and informing sender. In the Announcement there are also several kinds of Announcement, such as, Formal Announcements and Informal Announcements. There are some problems in teaching learning announcement. The problem may come from the students and the teachers. It makes learning activities less optimal in developing students and teachers ability.

First, some of the students are still difficult to get idea in writing. Students in writing is not comprehensible because the ideas are not clearly stated, the ideas and sentences are not well organized. Second, students still confused in organizing the writing Announcement. Students are still difficult in arranging the writing of announcement based on the announcement elements. For example, in

the first sentence of announcement have to contain purpose of announcement. Third, students have lack of vocabulary. This is the major of English problem in teaching writing text. Because many vocabularies in English, it makes students lazy to memorize vocabulary. Lack of mastery of vocabulary can affect writing skills. Many things students can do to improve their vocabulary, for example, memorize a little or make small notes, learn together with friends who are already proficient in learning English, use the internet to find vocabularies and their translations. By having more vocabulary, students would like to easier to understand the text and explore their ideas.

Therefore, to overcome the problems, the researcher wants to implement Digital Poster Canva to know how the effect in students' writing ability. The researcher has a big expectation that this media will arouse students' motivation and comprehension in learning.

1.3 Limitation of the Problem

Based on the identification of the problem the researcher wants to apply the Digital Poster Canva toward students' writing ability of Announcement at the tenth grade students of SMA YLPI Pekanbaru. Writing ability of Announcement is focuses in elements of Announcement and kinds of Announcement that used is formal Announcement.

1.4 Formulation of the Problem

The problem of this research formulated as the follows; Is there any significant effect of Digital Poster Canva toward students' writing ability of Announcement at the tenth grade students of SMA YLPI Pekanbaru?

1.5 Objective of the Research

Based on the formulation, the purpose of this research is to find out the effect of Digital Poster Canva toward students' writing ability of Announcement at the tenth grade students of SMA YLPI Pekanbaru.

1.6 Significance of the Research

a. The Teachers

The result of the research can be used by the teachers. The researcher hope this research could help as a guide for the teachers to motivate students in learning writing through Digital Poster and to make student interested to learning.

b. The Students

The researcher hopes this research can encourage students' reading motivation and increase their ability in writing and show to the student how important and interesting in learning writing.

c. The other researchers

The result of this research would be useful for other researcher to increase their knowledge and the researcher hopes this research can be references

for the other researchers who are going to make a research in the same topics and be valuable document for English department of FKIP UIR.

1.7 Definition of the Key Terms

- a. **Effect:** The Effect is a change that something causes in something, (Hornby in Novita, 2015:7). Its means the effect is a change, result, or direct consequence caused by an action or phenomenon in a study.
- b. **Digital Poster:** A Digital Poster is a collaborative communicative multimedia representation of the information students collected, (Ahmad, 2019:173). Digital poster is poster works created through technology such as Computer, Smartphone and other technology.
- c. **Canva:** Canva is a free infographic creator available on the web as well as Ios and Android, (Keane, 2019:22). Canva is an online application for making various designs, for example posters. In the Canva application there are many interesting components and features that can be used to design posters
- d. **Writing:** Writing is a skill which express idea, feel and thought which are arranged in words, sentences and paragraph, (Thresia, 2017:8). In writing people can express their idea, feel and thought using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Digital Poster Canva

Media is very important to use in the learning process. Megawati (2017:108), in the learning process required learning media, because in essence the teaching and learning process is the process of communication, delivery of messages from the introduction to the recipient. One of media that can use to teaching writing is Digital Poster Canva.

According to Goines (2010), Poster is practical integration of word and image. In the current era poster making is not only made through a manual process but can also made by digital technology such as computers or Smartphone. Digital Poster is a work that is created using a graphic program that is contained in several technologies such as Computer, Smartphone, etc, then scanned or photographed to be digital. Digital Poster is a media that uses technology and can be used as one of the media to teach writing to students, because nowadays almost all students use technology, for example Smartphone, so it will be more practical to teach students to use technology.

To make digital posters by using Smartphone, it can use Canva application. Wahyuni & Thoriyah (2018:281), Canvaapplication is very useful for students to get main points of the material sharing. Canva is a graphic design application that is used to easily design various types of creative material online. In Canva application many various template and interesting template that can we

use and we can also edit text, images, and illustrations based on what we want easily.

2.1.1.1 Purposes of Digital Poster Canva

Ahmad (2019:170), Posters have many benefits in the educational context. Posters in learning can serve to attract students' interest in learning. Posters can also a creative media that make students are always motivated to learn. There are two purposes of Digital Poster Canva, they are:

- a. To design learning media to be more creative

As a teacher, must be creative in designing learning media to make students interested and not bored when they learn. In Canva, poster can be equipped with colors and images, it makes more interesting for students. The colors or images on the poster will attract the students' attention and the message conveyed in the poster can be received easily.

- b. Teaching and learning activities become more interesting

In learning, many students are not interested in the material being taught, it can be caused by the media that used is not interesting. To succeed in teaching students, must use interesting media or media related to technology in order students are more enthusiastic in learning. Technology is very important in education. By using technology, a teacher can design media learning that is more interesting.

2.1.1.2 Characteristics of Digital Poster Canva

There are some of Characteristics of Digital Poster Canva, they are:

- a. Complete and easy features
- b. Provide various templates and fonts that are ready to use.
- c. The tools are website based, so there is no need to download
- d. The design results can be downloaded
- e. The design results are also automatically saved on Canva's web and can be shared on social media.

2.1.1.3 Components of Digital Poster Canva

There are some components of Digital Poster Canva

- a. Template

In Canva application provides many interesting templates, we can choose a template in accordance with the theme of the material we will make.

- b. Elements

Element in Canva it same as symbol, we can put many unique symbol in the poster that we make. In element there are several parts, they are, featured, grids, shapes, frames, stickers, charts, gradients, lines, illustrations, icons, social media, health, beauty and fashion, files and folders, travel and hotels, maps and navigation, arrows, music, computer, gaming, and so on.

- c. Text

The text in Canva makes it easy to enter information to be created. In this text provides many forms of font, and we can easily change the form of font. Not only changing the font, we can also move the text.

d. Videos

We can also put video in poster that we make. Video can also attract students' attention in learning. Students will not be bored when they learn if learning is interspersed with watching videos.

e. Background

In the Canva application we can choose the theme or background color of the poster that we will make. in this application also providing many choices of themes for the background.

2.1.1.4 Procedures of Digital Poster Canva in Writing

The procedures to make a poster using the Canva application:

1. Open the Canva app, select Facebook, Google or Email to log in to Canva.



Figure 2.1 Procedures of Digital Poster Canva in writing

2. Click poster to start designing an Announcement

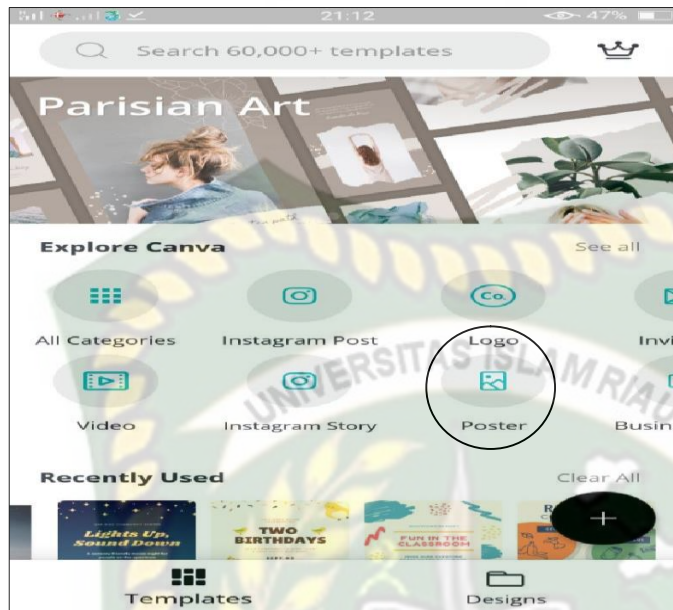


Figure 2.2 Procedures of Digital Poster Canva in writing

3. Select a theme that will be used to create the poster.

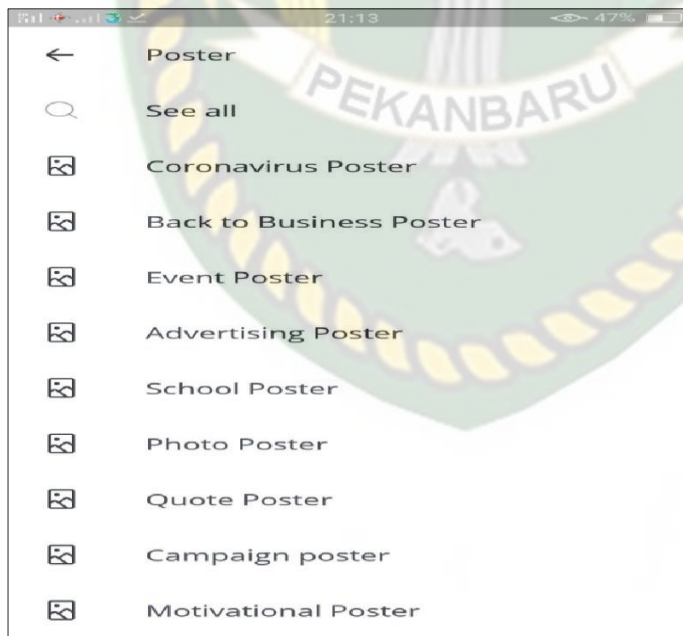


Figure 2.3 Procedures of Digital Poster Canva in writing

4. Choose an interesting background to create a poster.

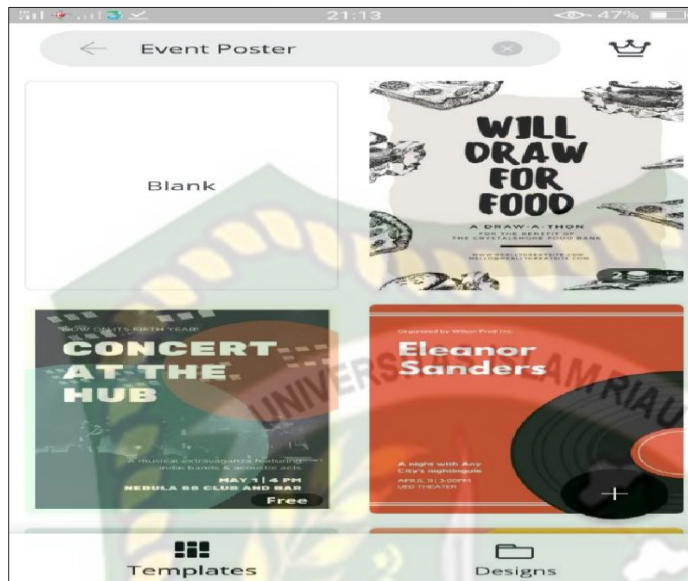


Figure 2.4 Procedures of Digital Poster Canva in writing

5. Click Edit to start design a poster

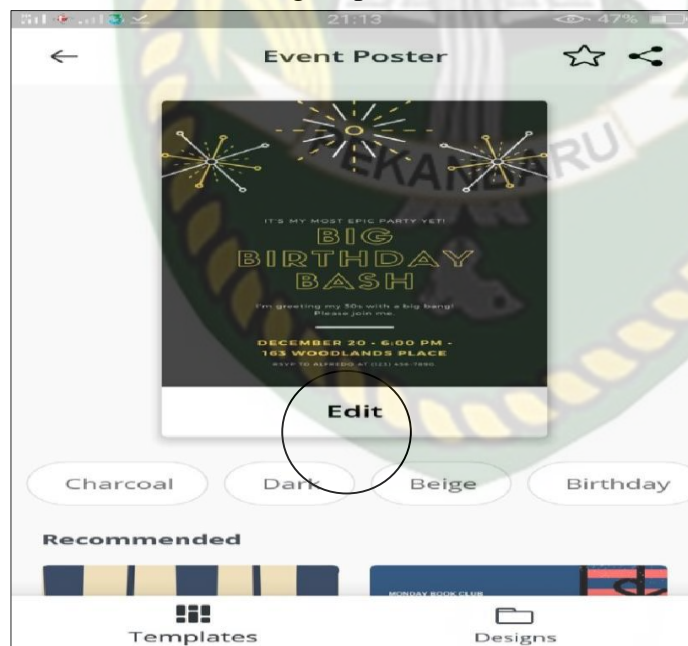


Figure 2.5 Procedures of Digital Poster Canva in writing

6. If want to delete the writing that is already on the poster, click on the text then click the delete sign in the upper right corner

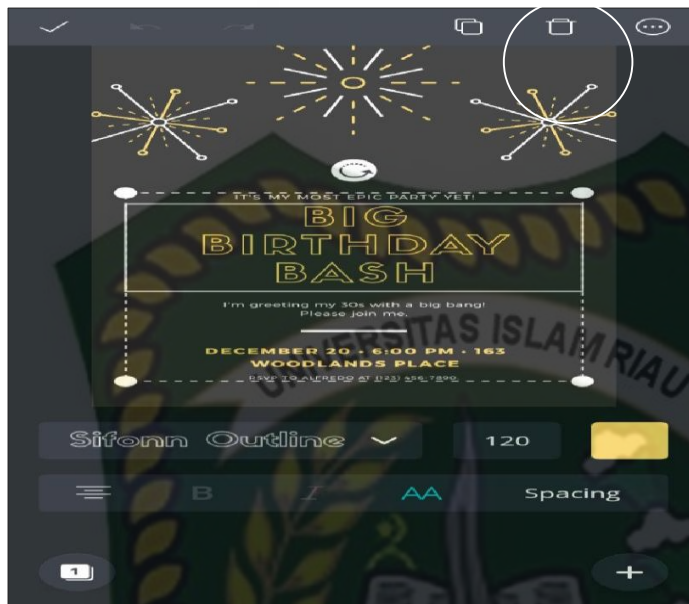


Figure 2.6 Procedures of Digital Poster Canva in writing

7. Click the + sign in the lower right corner to enter the elements

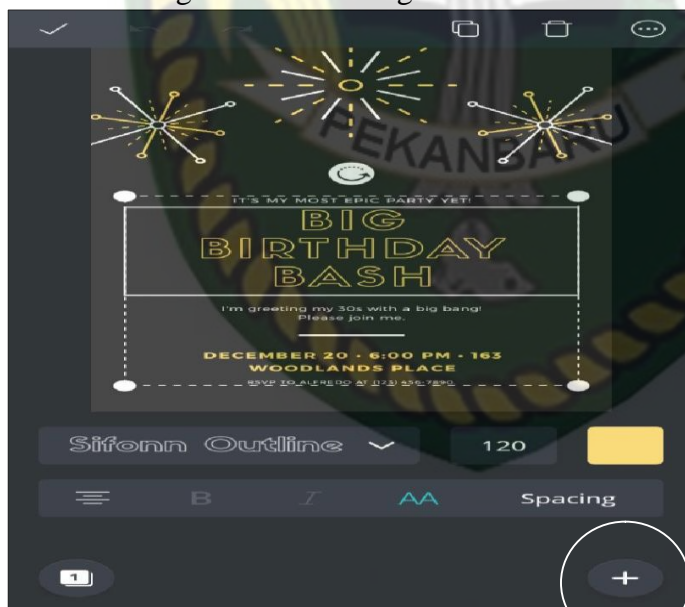


Figure 2.7 Procedures of Digital Poster Canva in writing

8. Click text to enter text, and can also insert pictures, stickers or illustrations.



Figure 2.8 Procedures of Digital Poster Canva in writing

9. If want to enter text, click the text then click "add some text of your own"

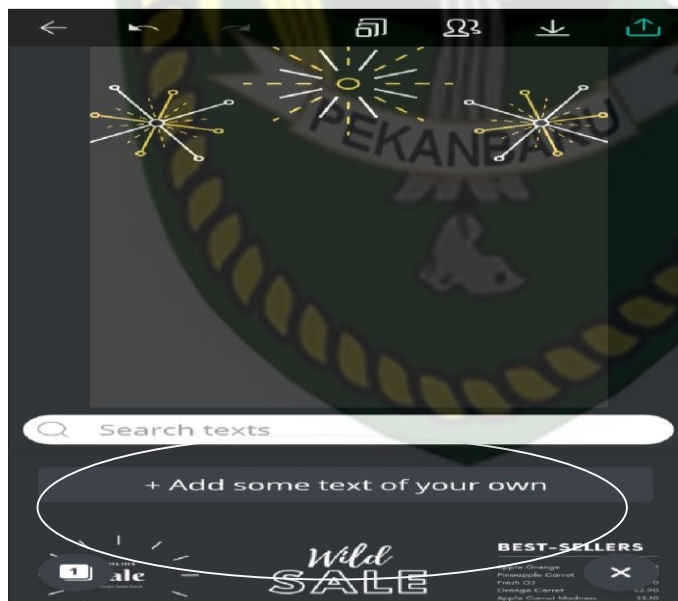


Figure 2.9 Procedures of Digital Poster Canva in writing

10. Done, if want to make the poster more interest, it can add stickers or illustrations



Figure 2.10 Procedures of Digital Poster Canva in writing

2.1.1.5 Features on Digital Poster Canva

a. Log In

Before using Canva, we need to create an account first. We can click the "sign up" button. We can also register with a Google account, Facebook, or email address. After do that, Canva is ready to use.

b. Create a design

In this feature we can design the poster with the components that are already available. We can easily choose the text, background, images and symbols that we like.

c. Download

When finished designing. We can download the poster that we have created and it will automatically be saved immediately. To download it, click the "Download" button that is available in the Canva application.

d. Share

We can share posters that we have designed on social media. And we can also share with friend that also using canva application, by copying the link.

2.1.1.7 Web on Digital Poster Canva

Canva is one of application that easy to use for designing poster. This application can use by non-designers as well as professionals. Many interesting features and components that can used to design poster. Canva application can open through website based, so we not need to download the application. To open the Canva application through web we can open www.canva.com.

2.1.2 Writing

Writing is one of the learning requirements for the students to be successful in their study. Writing is an activity of delivering messages using written language as a tool or medium. By reading they can express ideas, thoughts, and knowledge that they want into writing to achieve goals and objectives. Writing can also open our insight about various things, we will also know things that we don't know before. When we write more it can help us to open our minds to be able to think more creatively and get more understanding than ever before. Another benefit of writing is as a tool for developing an understanding of and ability to use the language.

The definitions of writing are variously stated by some experts. According to Ghufon (2016:2), writing as a process of expressing ideas or thoughts in words

should be done at our leisure. It can be said in writing the writer can put their idea into the form of words, sentences, and paragraphs which are easy to understand for the readers. Caswell & Mahler (2004:3), writing is the vehicle for communication and a skill mandated in all aspects of life. Writing can be used as a means of communicating or informing everything, such as facts, data and events including opinions and views of facts, data and events so that the audience can gain new knowledge and understanding of various things that can happen.

Harmer (2004: 86), writing is a process that what we write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom. Oshima & Hogue (2006:265), state writing is a process of creating, organizing, writing, and polishing. In this process, one creates ideas, organizes the ideas, writes a rough draft and the final step one polishes the rough draft by editing it and making revisions. This means that when someone is writing something, one has thought about what he will say and the purpose of writing for the readers. When the writing process is finished, he as the writer will re-read to find out if there are errors or words that need to be replaced.

Patel & Jain (2008:125), writing is a skill which must be taught and practiced. Writing must be taught, although writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. Writing has many benefits for example, by writing we can provide useful information to others, writing can be a means to develop themselves, writing can improve concentration, by writing

our senses will be invited to focus on a certain point, and by writing we can also devote our hobbies.

From all the statements, it can be concluded that writing is a process of expressing ideas, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, in writing, needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

2.1.2.1 Purposes of Writing

Writing is an important thing that everyone must have, because in writing the writer has to convey a meaningful message and uses English well. Someone combines logical thinking that is owned with a collection of letters, words, and sentences then write it. Writing is not only about how to write well, but in writing someone have to understand what they read because if you can understand the message or even part of it, your student has succeeded in communicating on paper.

When we write, of course there are goals that we expect from the writing that we make. From these goals, we also hope to benefit both the writer and others who read our writing. Bailey (2011:3), writers should be clear why they are writing. The most common reasons for writing include:

- a. To report on a piece of research the writer has conducted

The purpose of reporting research is to present the data on which the investigation is based and inform the reader about the results of your research findings.

- b. To answer a question the writer has been given or chosen

The purpose of answering questions by writing down the answers is to make it easier to check the truth of the questions that have been given and also easier to check the writing that is written correctly or not.

- c. To discuss a subject of common interest and give the writer's view

One of the most important aspects of writing is making use of the ideas of other people. This is important as you need to show that you have understood the materials that you have studied and that you can use their ideas and findings in your own way.

- d. To synthesis research done by others on a topic

Synthesis is one important component in compiling scientific papers. Synthesis is a full and new article about summaries from various sources of references regarding understanding or opinion. The summary is compiled into a new writing that contains a unity in accordance with the needs of the author.

2.1.2.2 Components of Writing

To make good in writing students have to master a lot of vocabulary, correct grammar and good comprehension. Nurgiyantoro in Hotimah (2015:12), there are some components of writing:

a. Content

Content is the material contained within what are in writing and meaning held within. In the content aspect the writer have to know detail ideas from the topic that they want to describe.

b. Organization

Organization in writing is how ideas are presented. Organization of the text is clear arrangement of ideas, incidents, evidence, or details in a perceptible order in a paragraph, essay, or speech. The flow of a piece of writing affects how readers interpret ideas.

c. Vocabulary

Mastering vocabulary is a key component of writing ability, because it can make us easier to understand the text that we will write if mastery of vocabulary. Appropriateness in choosing and using vocabulary is important thing in writing

d. Grammar

Grammar is the ways that words can be put together in order to make sentences. Mastering grammar can help to understand every word when they are writing.

e. Mechanic

Mechanics refers to the rules of the written language, such as capitalization, punctuation and spelling. If the use of capitalization, punctuation and spelling is not appropriate, the paragraph will be unreadable.

2.1.2.3 The Process of Writing

Harmer (2004:4-5), states that there are four main elements in writing process, they are:

a. Planning

Planning is taking what you have brainstormed and beginning to organize it. Planning is important thing in writing process. Planning includes identifying an objective to determine or plan what they are going to write.

b. Drafting

Drafting is a stage of the writing process during which a writer organizes information and ideas into sentences and paragraphs. During the drafting stage of writing, a student develops a more cohesive text and explores their topic, directed by purpose, audience, genre, and content.

c. Editing

In editing process, the writer read again what that they have written as a draft. Editing is a stage of the writing process in which a writer or editor strives to improve a draft by correcting errors and making words and sentences clearer, more precise, and as effective as possible.

d. Final Versions

Final versions is the last process of writing. A final version is a piece of writing that will be handed in as your best work. However, the writer is ready to send the written text to the readers.

2.1.2.4 Types of Writing

The types of writing must be understood in order to increase the ability in writing. There are several types in writing. Brown (2004:220), there are four categories of written performance:

a. Imitative

Imitative writing includes the rudiments of forming letters, words, and simple sentences. Imitative writing is focused strictly on the grammatical aspects of writing. Imitative writing requires students to demonstrate skills in the fundamental tasks of writing letters, correctly spelling words, correctly placing punctuation marks, and constructing very brief sentences.

b. Intensive

Intensive writing is more concern about selecting the appropriate word for a given context. Intensive writing requires students to demonstrate skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

c. Responsive

Responsive writing involves the development of sentences into paragraphs. Responsive writing requires students to respond to pedagogical directives, lists of criteria, outlines, or other guidelines, and to demonstrate the ability to connect sentences into a paragraph and create a logically connected sequence of two or three paragraphs.

d. Extensive

In extensive writing, student is able to shape a purpose, objectives, main ideas, conclusions, etc, into a coherent paper. Extensive writing requires students to

achieve a purpose, organize and develop ideas logically, use details to support or illustrate ideas, demonstrate syntactic and lexical variety, and engage in the process of multiple drafts to achieve a final product up to the length of an essay, term paper, major research project report, or thesis.

2.1.2.4 Scoring of Writing

The following rating scale is the result of considerable and careful research conducted in the scoring of composition in the United States, which is adapted from Heaton (1988:146).

Table 2.1 Scoring of Writing

Categories	Score	Criteria
Content	30-27 Excellent to very good	Knowledge, substantive, etc.
	26-22 Good to average	Sure knowledge of subject, adequate range, etc.
	21-17 Fair to poor	Limited knowledge of subject, little substance, etc.
	16-13 Very poor	Does not show knowledge of subject, non-substantive, etc.
Organization	20-18 Excellent to very good	Fluent expression, ideas clearly stated, etc.
	17-14 Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10 Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7 Very poor	Does not communicate, no organization, etc.
Vocabulary	20-18 Excellent to very	Sophisticated range, effective word/idiom

	good	choice and usage, etc.
	17-14 Good to average	Adequate range, occasional errors or word/idiom form, choice, usage but meaning not obscured.
	13-10 Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7 Very poor	Essentially translation, little knowledge of English vocabulary.
Language use	25-22 Excellent to very good	Effective complex constructions, etc.
	21-18 Good to average	Effective but simple construction, etc.
	17-11 Fair to poor	Major problems in simple/complex constructions, etc.
	10-5 Very poor	Virtually no mastery of sentence construction rules, etc.
Mechanics	5 Excellent to very good	Demonstrates mastery of conventions, etc.
	4 Good to average	Occasional errors of spelling, punctuation, etc.
	3 Fair to poor	Frequent errors of spelling, punctuation, capitalization, etc.
	2 Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

From the explanation above the researcher conclude that the total is 100 which described in following table:

Table 2.2 Total Scoring

No	Components	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanic	5
Total		100

2.1.3 Announcement

According to Napitupulu & Shinoda (2014:136), an Announcement is a statement addressed to public to provide information that something has happened or is going to happen. In English announce has a meaning, “make a formal public declaration about a fact, occurrence, or intention. Announcements can usually be found at school (on an Announcement board), a newspaper, and a magazine.

Hanafi (2019:9) Announcement is one of short functional text. Announcement is a short text that contains a written or oral statement in public using formal or informal words that contains information for everyone to know about events that has happened or will happen so that the general public knows what, when, and where an event will be done. The purpose, function and goal of Announcement is giving certain people some information of what has happened or what will happen.

2.1.3.1 Elements of Announcement

There are some elements of Announcement. According to Hanafi (2019) the elements of Announcement in English text can be seen below:

a. Stating Purpose

In this part explains about what event will be held.

b. Stating Day and Date

The text that contain when the event will be held.

c. Stating Place

The text that contain where is the event will be held.

d. Informing Sender

The text that contain the name of the person who will be contacted.

2.1.3.2 Kinds of Announcement

Batubara, (2017) states that there are two kinds of announcement:

1. Formal Announcement

Formal is a word used to describe anything that has form or structure. So it is something that follows rules. Formal Announcement is a kind of announcement that use formal language, usually this announcement is an announcement from office, school, and others. Example of Formal Announcement:

Announcement

The university will have the International Seminar

Held on Wednesday, 2nd December 2020

Registration will be open on November 2020

2. Informal Announcement

Informal is more commonly used in formality situations that are not use word that follows the rule. Informal Announcement is a kind of announcement that use informal/daily language, usually this announcement is from personal, and others. Example of Informal Announcement:

Announcement

Hi guys

Come and join us on International Seminar

We will wait at Wednesday, 2nd December 2020

Free...!!!

2.2 Relevance Study

There is previous study that is relevant to this research. The relevant study was done by:

1. Andi Aspian Nur Apsari (2019), with title “The Effect of Using Posters on Students’ Writing of Descriptive Text”. The research took place at the Eighth-Grade Students of MTs.s Al-ikhlas Lambuya in the Academic year 2019/2020 with 68 participants from the tenth grade students. The research objective is to get an empirical evidence does using poster is effective towards students’ writing descriptive text. The researcher used pre-test and post-test as the instrument in order to know the difference achievement between experiment class and control class. Researcher found in using Posters is more effective than the ordinary teaching learning and posters as a media improved the

students' writing ability of descriptive text at the eighth grade of Mts.s Al-ikhlas Lambuya in academic year 2019/2020. The similarities between the writer's research and this research are the writer uses poster as media to learning instrument. The differences are the writer research about Announcement not descriptive text, the writer research in senior high school not in junior high school, and the media that used are posters not digital poster.

2. Dwi Setyorini (2018), with title "The Effectiveness of Using Poster in Teaching Descriptive Text". The research took place at the Eighth-Grade Students of Junior High School in Yogyakarta. The participants of the research were 20 students. The research aims to find out the students' performance before and after the treatment using poster. The data collected using tests including pretest and posttest. The result of this research showed that there was a significant difference between students' performance before and after the treatment by using poster. It could be seen from the mean score of the pretest which was in the poor level (5.24) and mean score of posttest was in fair level (6.64). The similarities between the writer's research and this research are the writer uses poster as media and the measured ability is writing. The differences are the writer research is this research use quasi experimental research and text that use is announcement text.
3. Harsono, et al (2019), with title "The Effectiveness of Posters as a Learning Media to Improve Student Learning Quality". The participants of the research were 35 students of class XI-IPS 1 and 36 students of XI-IPS 2 from Senior High School State Kartasura. The aim of the study is to identify the

importance of poster as a learning media that can be utilized in learning activities. This study involved both qualitative and quantitative research method through Four-D model (Define, Design, Development, and Dissemination) that used for the learning material development. The data was collected through interview with two experts and experimental research design among two groups of students. The result of this research showed that the use of poster as learning media has been informed to be effective in learning activities. It can be seen from the differences in the scores gained by students, which is 85.86 after using poster as learning media and 60.97 in the absence of learning media. The similarities between the writer's research and this research are the writer uses poster as media to learn. The differences are the writer research is the measured ability is the quality of student in learning not writing.

2.3 Conceptual Framework

This study focusses on experiment to prove whether there is significant effect of using Digital Poster Canva toward students' writing ability of Announcement at the tenth grade students of SMA YLPI Pekanbaru. If Digital Poster Canva is applying in teaching and learning writing, the student will be fun to learn in classroom by using poster. In Digital Poster Canva many features, components and unique templates that can use to design or create a poster of Announcement. It Announcement contains about Personal Announcement, Event Announcement and Product Announcement that can student find in their daily life. In Announcement student have to know the the elements of Announcement,

in order student know what information is conveyed and information that will happen. The conceptual framework of the study is summarized in a visual illustration below.

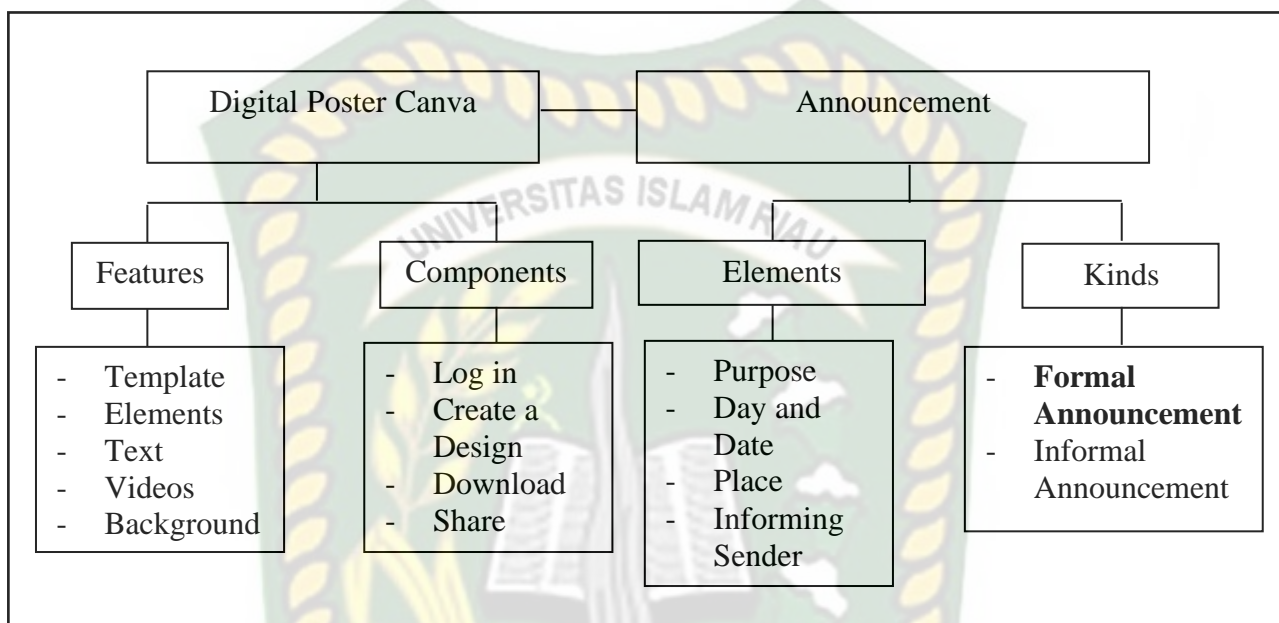


Figure 2.11 Conceptual Framework

2.4 Hypothesis of the Research

Hypothesis of this study are:

Ho (Null Hypothesis): There is no significant effect of using Digital Poster Canva towards students' writing ability of Announcement at the tenth grade students of SMA YLPI Pekanbaru.

Ha (Alternative Hypothesis): There is significant effect of Digital Poster Canva towards students' writing ability of Announcement at the tenth grade students of SMA YLPI Pekanbaru.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The design of this research is Pre-Experimental research which used One Group Pretest-Posttest. According to Thyer (2010:191), Pre- Experimental research looks at a group posttreatment only or compares posttreatment outcomes with pretreatment observations. In One Group Pretest-Posttest, Firstly the researcher gave a pre-test to the group that would give treatment, then researcher conduct treatment, after finishing treatment, the researcher gave a post-test. There were two variables in this study: independent variable (variable X) and dependent variable (variable Y). The independent variable is referred as influencing variable, it means this variable is cause of change in dependent variable. Meanwhile, the dependent variable is variable that identified as an effect, this variable cause by the independent variables. The independent variable of this study is Digital Poster Canva, while dependent variable of this study was the student's writing ability.

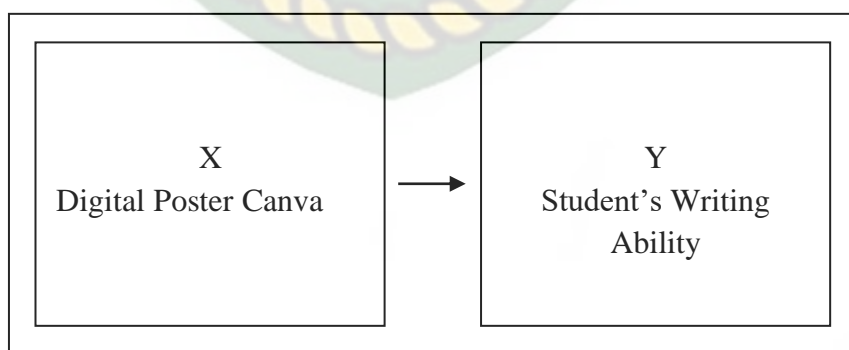


Figure 3.1 Research Design

Where:

X : Independent Variable

Y : Dependent Variable

In conducting this research, the writer involves experimental groups and Pre-test and post-test design at experimental class. Treatment gives to the experimental class about six meetings.

Table 3.1 Design of Research

Group	Pre test	Treatment	Post test
A	T ₁	X	T ₂

A : Experimental Class

X : Treatment of experimental group

T₁ : Giving pre-test before treatment

T₂ : Giving post-test after treatment

3.2 Location and Time of the Research

This research was conducted at the tenth grade students of SMA YLPI Pekanbaru in 2020, it is located on Marpoyan, Pekanbaru.

Table 3.2 Schedule of the Research

No	Time of the Research	Topics	Elements
1	Pre-Test 28 July 2020	Singing Competition	1. Stating Purpose 2. Stating Day and Date 3. Stating Place 4. Informing Sender
2	Treatment I 4 August 2020	Independence Day	1. Stating Purpose 2. Stating Day and Date 3. Stating Place

			4. Informing Sender
3	Treatment II 7 August 2020	School Camp	1. Stating Purpose 2. Stating Day and Date 3. Stating Place 4. Informing Sender
4	Treatment III 11 August 2020	Riau Ethnic Competition	1. Stating Purpose 2. Stating Day and Date 3. Stating Place 4. Informing Sender
5	Treatment IV 14 August 2020	National Education Ceremony	1. Stating Purpose 2. Stating Day and Date 3. Stating Place 4. Informing Sender
6	Post-Test 18 August 2020	Drama Musical Competition	1. Stating Purpose 2. Stating Day and Date 3. Stating Place 4. Informing Sender

3.3 Population and Sample of Research

3.3.1 Population

Population is a collection of all measurements, objects or individuals that are being studied, (Harinaldi, 2005:2). The population of this research is the tenth grade students of SMA YLPI Pekanbaru in academic year 2020/2021. The numbers of students are 48 students that consist of two classes.

Table 3.3 Population of the Research

Classes	Total Students
X IPA	28
X IPS	20
Total	48

3.3.2 Sample

The sample is part of the population that has certain characteristics or circumstances to be researched, (Trianto, 2010:56). Selection of a sample is a very important step in conducting a research study. To determine the sample, the researcher used purposive sampling technique, because Purposive sampling is one of the non-random sampling techniques where the researcher determines the sampling by determining specific characteristics that are in accordance with the research objectives in order it is expected to be able to answer the research problem. Dhivyadeepa (2015:105) The main goal of ppurposive sampling is focus on characteristics of the population that are interest, which will enable the researcher to answer the research question. In this research the researcher was take class X IPA as a sample.

Table 3.4 Sample of the Research

No	Class	Number of Students
1	X IPA	28
Total		28

3.4 Instrument of the Research

According to Uno & Koni (2013:109), in learning context, a type of test research instrument is used as a tool to measure learning outcomes. In collecting

the data, the researcher used writing test as the instrument of the study. There were two kinds of test that given to the students, there were pre test and post test.

Procedures of collecting data as follow:

a. Pre-Test

Pre-test gives to the students before using Digital Poster in teaching and learning activity. The researcher gives writing test to the students. The researcher asks students to create or design Announcement in the Canva Application about formal Announcement, that provide 4 elements, they were stating purpose, stating day and date, stating place and informing sender.

b. Post-Test

After completing teaching activities for four sessions, the researcher gives the students writing test again, it is the post-test. The kind of this test same as pre test that is writing test. The purpose of give post test to find out whether or not significant improvement made by students after teaching writing by using Digital Poster Canva.

3.4.1 Independent Variable (X)

Payadnya & Jayantika (2018:3), Independent Variables are variables that influence dependent variables, can be manipulated, changed or replaced. Independent Variable is variable that influence other variable. In this research the independent variable is Digital Poster Canva.

3.4.2 Dependent Variable (Y)

Widiyanto (2013:7), Dependent Variable is a variable that affects other variables. Dependent Variable is variables that are affected by the existence or

treatment of independent variables. In this research dependent variable is Student's Writing Ability.

3.5 Data Collection Technique

In collecting data, the researcher uses test. According to Brown (2004:3-4), a test is a method of measuring a person's ability; knowledge or performance in given domain. Test is used to know the students' writing skill achievement before and after being given treatment. The test technique is the main technique in collecting the data. This research was conducted during pandemic Covid-19, so based on the Government rules in pandemic situation, schools were closed to minimize virus spread in school environment. To take the data for this thesis, the researcher cannot conduct research directly, therefore researcher conduct online learning by using Whatsapp group class.

In research, the researcher uses two tests, pre-test and post-test. The pre-test and post-test were given in experimental group to find out their understanding in learning Announcement. Pre-test is given before treatment to know the students' writing ability. The researcher asked to the students by whatsapp group to write an announcement in Canva application. After pre-test, the researcher gave the treatment, treatment that researcher gave also by using whatsapp group. The sample thought by using Digital Poster Canva for experiment group only. Finally, post-test was given to the students and asked them to do the test individually. The researcher asked students by whatsapp group to make an announcement about formal announcement to know students' writing organization ability. The post-test

is used to know the differences of students' learning result after given the treatment. The result of test was analyzed statistically.

3.6 Data analysis Technique

Data analyzing is a process of analyzing the acquired from the result of the research. After all the data needed in this research have been collected in writing Announcement form. The researcher analyzed whether there is a significant difference between students writing ability in announcement who are taught by using Digital Poster Canva. In conducting the test, the writer gave score the writing ability of the students. To describe the students' writing ability in Announcement, the researcher in this research using SPSS version 24. The rater who scoring students pre-test and post-test in this research is the English teacher of SMA YLPI Pekanbaru.

CHAPTER IV

RESEARCH FINDINGS

This chapter presented the researcher findings dealing with the data that have been taken from the pre-test and post-test given. When conducting this research, the students were given two kinds of test there is pre test and post test and also treatment. Pre test was given in the first step and also in the first meeting, treatment was given in second meeting until fifth meeting, and the last meeting is the post test that was aimed to know there is any significant effect of using Canva application toward students' writing ability or not.

4.1 Data Presentation

Most of the important thing in a research is the presentation of data and research. In this chapter the researcher is going present the data has been collected from experimental class at the tenth grade students' especially X IPA class of SMA YLPI Pekanbaru.

After administrating the pre-test, the writer carried out the post-test in order to get the data of the research. Subsequently, it will show students' score increase from pre-test in order to find out there is significant differences between students' achievement in pre-test and students' achievement in post-test.

4.1.1 The Result of Pre-Test

Before giving treatments, the writer had given pre-test to the students. It was done to know the ability of students in writing. The writer presented the students' score as following:

Table 4.1 Students Scores in Pre-Test

No	Number of Students	Components of Writing					Total Score
		C	O	V	L	M	
1	Student 1	17	10	7	5	4	43
2	Student 2	20	10	17	15	5	67
3	Student 3	25	15	9	15	4	68
4	Student 4	25	15	15	13	3	71
5	Student 5	25	15	14	13	3	70
6	Student 6	25	15	19	11	3	64
7	Student 7	20	13	9	12	4	58
8	Student 8	17	10	7	5	4	43
9	Student 9	23	15	9	13	4	64
10	Student 10	21	14	13	11	3	62
11	Student 11	17	10	9	10	5	51
12	Student 12	25	17	13	18	3	76
13	Student 13	21	14	13	11	5	64
14	Student 14	17	13	9	9	3	51
15	Student 15	17	9	7	5	3	41
16	Student 16	17	13	7	5	5	47
17	Student 17	18	10	8	8	4	48
18	Student 18	17	12	9	11	3	52
19	Student 19	22	14	13	15	5	69
20	Student 20	16	9	9	9	4	47
21	Student 21	21	14	9	11	4	59
22	Student 22	17	13	8	9	4	51
23	Student 23	17	12	9	11	4	53
24	Student 24	13	7	7	5	3	35
25	Student 25	22	14	11	11	3	61
26	Student 26	18	13	9	5	4	49
27	Student 27	30	15	20	15	4	84
28	Student 28	16	10	7	5	5	43

Sum	565	351	296	286	108	1591
Mean	20.17	12.53	10.57	10.21	3.8	56.82

From the data, it can be seen that the result as follow in experimental class, the total score that students got was 1591. Here, it can be calculated that the mean score of the experimental class was 56.82.

After pre-test finished, the writer started to teach students by using Digital Poster Canva in students writing of Announcement. The writer prepared the material that is suitable with the topic. The writer also prepared the media such as, Announcement. In application of Digital Poster Canva, all of students asked to design a Poster which contain about formal Announcement and in Announcement have to includes, Stating Purpose, Stating Date and Time, Stating Place and Informing Sender.

4.1.2 The Result of Post-Test

After giving pre-test and computing the students' score. The writer carried treatment to the experimental class. At the last meeting, the writer gave post-test so the students. The writer presented the students' score of post-test as follow:

Table 4.2 Students Scores in Post-Test

No	Number of Students	Components of Writing					Total Score
		C	O	V	L	M	
1	Student 1	26	18	22	20	3	89
2	Student 2	26	18	20	22	3	89
3	Student 3	30	20	23	18	5	96
4	Student 4	27	17	17	22	4	87
5	Student 5	24	17	20	21	5	87

6	Student 6	26	17	17	22	3	85
7	Student 7	26	16	20	22	5	89
8	Student 8	26	17	20	24	5	92
9	Student 9	22	14	15	15	4	70
10	Student 10	30	19	16	23	3	91
11	Student 11	27	14	20	21	5	87
12	Student 12	27	20	20	21	3	91
13	Student 13	26	17	20	22	4	89
14	Student 14	28	20	20	25	5	98
15	Student 15	27	17	20	24	4	92
16	Student 16	27	17	20	25	4	93
17	Student 17	22	17	16	19	5	79
18	Student 18	27	20	20	25	3	95
19	Student 19	27	17	17	21	4	86
20	Student 20	22	17	20	21	4	84
21	Student 21	30	20	17	25	5	97
22	Student 22	22	15	17	18	4	76
23	Student 23	26	17	17	22	4	86
24	Student 24	27	17	17	21	3	85
25	Student 25	30	20	20	25	4	99
26	Student 26	26	15	20	20	4	85
27	Student 27	27	20	17	22	4	90
28	Student 28	25	17	17	19	5	83
Sum		736	490	525	606	114	2470
Mean		26.28	17.5	18.75	21.64	4.07	88.21

From the data, it can be seen that the result as follow in experimental class, the total score that students got was 2470. Here, it can be calculated that the mean score of the experimental class was 88.21.

Table 4.3 Increasing of Each Component

No	Components	Pre Test	Post test	Increasing
1	Content	20.17	26.28	6.11
2	Organization	12.53	17.5	4.97
3	Vocabulary	10.57	18.75	8.18
4	Language Use	10.21	21.64	11.43
5	Mechanic	3.8	4.07	0.27

Table 4.3 showed that increasing average of students' score between pre test and post test in writing ability; Content, Organization, Vocabulary, Language Use and Mechanic. In pre test, it could be seen the score in content was only 20.17, in organization was 12.53, in vocabulary was 10.57, in Language Use was 10.21, and in Mechanic was 3.8. This result showed their prior knowledge in writing ability. This result was obtained before they got the treatments.

After getting treatment, in post test, the students' score increased. It made the percentage of each component of writing ability higher than pre test. According to the data, seen in Content was 26.28, in Organization was 17.5, in Vocabulary was 18.75, in Language Use was 21.64, and in Mechanic was 4.07. It means that students got improvement after learning by using Digital Poster Canva.

4.2 Hypothesis Testing

From the calculation of the data presentation, it was known any increasing score from pre test until post test. The score of students' test could be seen in following information.

Table 4.4 Hypothesis Testing

No	Test	Mean
1	Pre Test	56.82
2	Post Test	88.21

Table 4.4 showed the increasing average of students' score between pre test and post test. In pre test, it could be seen that finding score was only 56.82. This result showed their prior knowledge in writing ability and this result was obtained before they got treatments. Furthermore, in post test, there is any increasing the students' score was 88.21. It made the students got improvement after they are learning by using Digital Poster Canva.

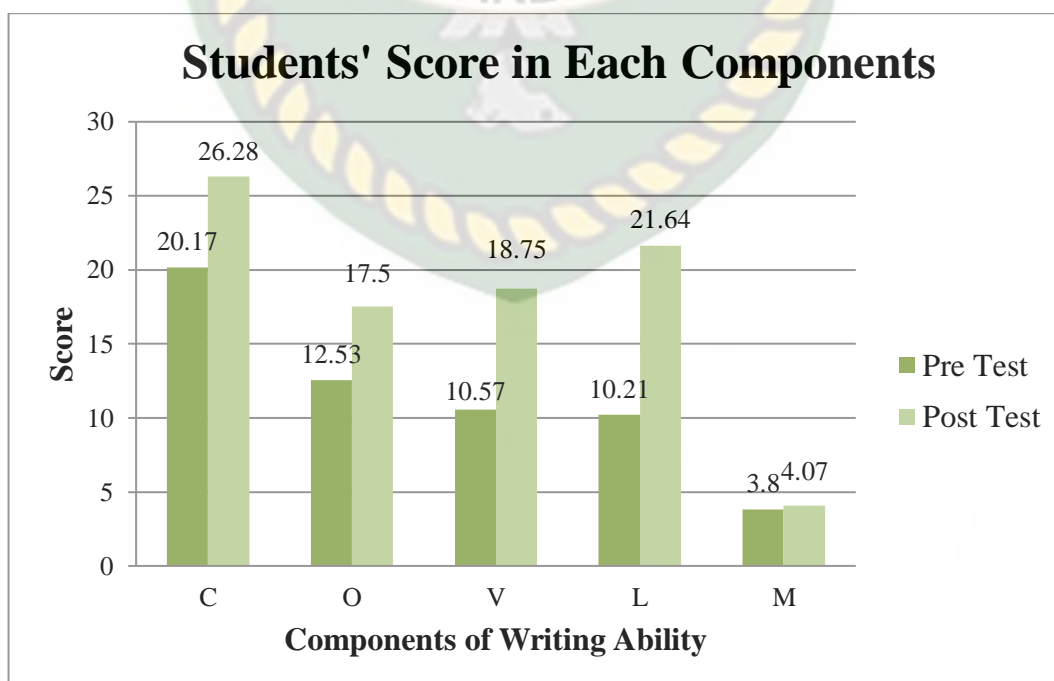


Diagram 4.1 Increasing of Pre Test and Post Test

From the diagram 4.1, it showed the improvement of students' reading comprehension according to the components. It can be said that there was an increased from students' score before using Digital Poster Canva and after using Digital Poster Canva in their writing activity.

Table 4.5 One-Sample Test

One-Sample Test						
	Test Value = 82					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
pretest	-11.180	27	.000	-25.17857	-29.7993	-20.5578
posttest	5.095	27	.000	6.21429	3.7116	8.7169

Table 4.5 showed that one sample test score to find out which hypothesis can be accepted and rejected based on the sig. tailed score. It could be seen the finding score of sig. (2 tailed) = 0,00.

As we know, in this research there is any two hypothesis, Ho (Null Hypothesis) means there is no significant effect by using Digital Poster Canva toward students' writing ability of Announcement at the tenth grade students of SMA YLPI Pekanbaru, and Ha (Alternative Hypothesis) meant there is any significant effect by using Digital Poster Canva toward students' writing ability of Announcement at the tenth grade students of SMA YLPI Pekanbaru.

For decision making, if sig. (2 – tailed) < 0,05 null hypothesis will be rejected, and alternative hypothesis will be accepted. Then, if sig. (2 – tailed) > 0,05 means alternative hypothesis will be rejected and null hypothesis will be

accepted. From table 4.5, it showed sig. (2 – tailed) = 0, 00. It made the null hypothesis is rejected and alternative hypothesis is accepted. From the table 4.5, can concluded that there is any significant effect in students' writing ability by using Digital Poster Canva in their learning process.

4.3 Data Interpretation

From the data, the total score of pre test was 1591 with mean score 56.82. Furthermore, total score of post test was 2470 with mean score 88.21. The increasing between pre test and post test was 31.39. This evidence will refer to the increasing toward students' writing ability after using Digital Poster Canva for their learning process.

4.3.1 Content, Organization, Vocabulary, Language Use and Mechanics in Pre Test

In this case, components of writing ability get a different score. The highest is Content was 565 with mean 20.17, while the other components, Organization was score 351 with mean 12.53, Vocabulary was score 296 with mean 10.57, Language Use was score 286 with mean 10.21, and the last is Mechanics was score 108 with mean 3.8.

4.3.2 Content, Organization, Vocabulary, Language Use and Mechanics in Post Test

Beside, in the post test, the most highest is still Content was 736 with average 26.28, while the other components, Organization was score 490 with average 17.5, Vocabulary was score 525 with average 18.75, Language Use was

score 606 with average 21.64 and the last is Mechanics was score 114 with average 4.07.

4.4 The Mechanism of the Research

In this part, it was explained about teaching and learning process by using Digital Poster Canva. It explained the researcher's activities during conduct the data from the first meeting until sixth meeting. Because schools are closed by the government related the virus that happening, researcher cannot conduct research directly, therefore researcher conduct online learning by using Whatsapp group class. It was desribed as a follow:

4.4.1 Meeting 1

The first meeting was conducted in July, 28th 2020. In this meeting, before giving a pre test the researcher was introducing self to students. After introducing self, the researcher was given the pre test to students. In pre test the researcher asked students to download Canva application and the researcher asked students create or design Announcement with title Singing Competition.

4.4.2 Meeting 2

The second meeting was the first treatment. The first trearment was in August 4th2020. In early minutes, the researcher checking attendance list to know the students name and who do not come, and researcher briefly delivers the material that will be learned. In this meeting, the students use their smartphone and already download the canva application. The researcher explained to the students about the material that they are going to learn in that day, and the material was announcement with the title Independence Day.

In whilst teaching, in that time, the researcher and students used their smartphone and open their canva to see the material that researcher was made. The researcher explained to students about Announcement, what elements that must any in Announcement such as stating purpose, stating date and time, stating place and informing sender. And also the researcher explained about formal and informal Announcement. After students understand about the text, the researcher asked students to write formal Announcement in canva application about Independence Day with the elements of Announcement.

In the last session, the researcher informs the material that will be learn in next meeting and close the class.

4.4.3 Meeting 3

The third meeting was the second treatment. The second treatment was conduct in August, 7th2020. In early minutes, the researcher checking attendance list to know the students name and who do not come, and researcher briefly delivers the material that will be learned. In this meeting, the material about Announcement was School Camp. The students were still used their Smartphone and Canva Application to create or design Announcement.

In this meeting, after researcher gave the material and example of announcement about School Camp and students understand about the announcement, the researcher asked students to write formal announcement about School Camp with the elements of Announcement.

In the last session, the researcher informs the next meeting will learn about Riau Ethnic Competition and researcher close the class.

4.4.4 Meeting 4

The fourth meeting was the third treatment that was conducted in August, 11th2020. In early minutes, the researcher checking attendance list to know the students name and who do not come, and researcher briefly delivers the material that will be learned. In this meeting, the material about Announcement was Riau Ethnic Competition. The students were still used their Smartphone and Canva Application to create or design Announcement.

In the fourth meeting, the researcher gave the material and example of announcement about Riau Ethnic Competition and after the students understand about the announcement, the researcher asked students to write formal Announcement about Riau Ethnic Competition with the elements of Announcement.

In the last session, the researcher informs the material that will be learn in last meeting for treatment and close the class.

4.4.5 Meeting 5

The fifth meeting was the fourth treatment that was conducted in August, 14th2020. In early minutes, the researcher checking attendance list to know the students name and who do not come, and researcher briefly delivers the material that will be learned. In this meeting, the material about Announcement was National Education Ceremony. The students were still used their Smartphone and Canva Application to create or design Announcement.

Fifth meeting is the last treatment. In this meeting, researcher gave the material and example of announcement about National Education Ceremony and when students already understand about the announcement, the researcher asked

students to write formal Announcement about National Education Ceremony with the elements of Announcement.

In the last session, the researcher informs that the last meeting post-test will be held, and researcher close the class.

4.4.6 Meeting 6

The sixth meeting was the last meeting for the researcher to get the data. The last meeting was conducted in August, 18th2020. After completing teaching activities for four meeting, the researcher gave the post test to students and the post test is writing test. The researcher asked students to design and create Formal Announcement about Drama Musical Competition. The purpose of post test was to know the significant effect toward students' writing ability. After giving the post test, the researcher said thank you to students because giving the researcher time and opportunity to conduct the data in their class.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research in chapter IV, it proved that the Digital poster Canva as a media has a significant effect on students' writing of Announcement at the tenth grade students of SMA YLPI Pekanbaru. It can be concluded that Digital Poster Canva is one of innovation for a better improvement of student's ability in writing. In conducting research using Digital Poster Canva to improve students' writing ability of SMA YLPI Pekanbaru are expected to help them more remind writing ability

The means score for group has increase. The mean score on pre test was 56.82. After having conducted the use of Digital Poster Canva and analyze the result of the post test, it was found that the mean score of post test was 88.21. In other words, the mean score of post test was higher than the mean score of pre test.

It is indirectly explained that the using of Digital Poster Canva as a media is significant and positive to the learning process especially writing Announcement. In conclusion, the research has proven that Digital Poster Canva as a media improved the students' writing ability of Announcement at the tenth grade students of SMA YLPI Pekanbaru in academic year 2020/2021.

5.2 Suggestion

Related to the result of this research, the researcher offers some suggestion as follow:

1. For the teacher

The writer suggests to use various media in teaching and learning English. Especially in writing skill to make students more interest and enjoy in teaching and learning process and automatically can improve their ability in it. One of media that can be used is Canva Application. By using the right media, it is expected that the students' ability in writing can be improved step by step. In Canva Application students can express their idea to write with added elements that there is in Canva Application

2. For the students

The writer suggest that the students should be active and creative to practice writing English text. The only one to become good at skill is to practice it. It is same in writing English text. Students can use many media which make them comfortable and enjoy in learning including Digital Poster Canva, which can improve their knowledge in writing ability.

3. For the next researcher

For the readers and other researcher, the writer suggest that by reading this thesis they can expected to be able to conduct or analyze research related to any problematic in writing ability, because there are still any problems about writing ability.

REFERENCES

- Ahmad, S. Z. (2019). Digital Posters to Engage EFL Students and Develop Their Reading Comprehension. *Journal of Education and Learning* .8(4), 169–184.
- Bailey, S. (2011). *Academic Writing: A handbook for International Students*. USA: Routledge.
- Batubara, F. A. (2017). *Improving Students' Ability in Writing of Announcement through Gallery Walk Technique of Eight Grade at MTs Jam'iyatul Aiwashliyah Tembung in Academic Year 2016/2017*. Faculty of Tarbiyah Science and Techer Training. State Islamic University of Nort Sumatra.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.
- Caswell, R., & Mahler, B. (2004). *Strategies for Teaching Writing*. USA: the Association for Supervision and Curriculum Development.
- Dhivyadeepa, E. (2015). *Sampling Techniques in Educational Research*. India: Laxmi Book Publishing.
- Ghufron, A. (2016). *Academic Writing: Research Paper Writing*. Yogyakarta: Deepublish.
- Goines, D. L. (2010). *The Poster Art of David Lance Goines*. Mineola, New York: Dover Publication.
- Hanafi. (2019). *English Text: Developing English Material*. Jawa Timur: Pustaka Abadi
- Harinaldi. (2005). *Prinsip-prinsip Statistik Untuk Teknik dan Sains*. Jakarta: Erlangga.
- Harmer, J. (2004). *How to Teach Writing*. New York: Longman.
- Heaton, J. B. (1988). *Writing English Language Test*. USA: Longman
- Hotimah, H. (2015). *The Effectivenss of Monopoly Game for Teaching Writing Descriptive Text*. Teacher Training and Education. Muhammadiyah University of Purwokerto.
- Keane, N. J. (2019). *Tech-Savvy Reading Promotion: A Toolbox for Librarians and Other Educators*. Santa Barbara, California: Libraries Unlimited, ABC-CLIO.

- Megawati. (2017). Pengaruh Media Poster Terhadap Hasil Belajar Kosakata Bahasa Inggris. *Getsempena English Education Journal*. 4(2), Th101-117.
- Napitupulu, S., & Shinoda, K. (2014). *Teaching English as a Foreign Language*. Jakarta: Halaman Moeka Publishing.
- Novita, R. (2015). *The Effect of Group Read Strategy Toward the Reading Comprehension of the Second Year Students' of SMPN 3 Tambang, Kampar*. Teacher Training and Education Faculty. Islamic University of Riau. Pekanbaru.
- Oshima, A., & Hogue, A. (2006). *Writing Academic English*. New York: Pearson Longman.
- Patel, M. F., & Jain, P. M. (2008). *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise Publisher & Distributors.
- Payadnya, P. A. A., & Jayantika, G. A. N. T. (2018). *Panduan Penelitian Eksperimen Beserta Analisis Statistik dengan SPSS*. Yogyakarta: Deepublish.
- Thresia, F. (2017). Improving Students' Writing Ability Through Cue Cards Technique. *Premise Journal*. 6(1), 8-19.
- Thyer. (2010). *The Handbook of Social Work Research Methods*. Washington DC: SAGE.
- Trianto. (2010). *Pengantar Penelitian Pendidikan Bagi Pengembangan Profesi Pendidikan & Tenaga Kependidikan*. Jakarta: Kencana
- Uno, H. B., & Koni, S. (2013). *Assessment Pembelajaran*. Jakarta: Bumi Aksara.
- Wahyuni, E., & Thohiriyah. (2018). Infographic Avoiding Monotony in Presenting Teaching Materials. *ELLiC Proceedings*. 2, 280–283.
- Widiyanto, M. A. (2013). *Statistik Terapan: Konsep & Aplikasi SPSS dalam Penelitian Bidang Pendidikan, Psikologi & Ilmu Sosial Lainnya*. Jakarta: PT Elex Media Komputindo.