

THE EFFECT OF USING CANVA AND POUTON INTERACTIVE MEDIA ON THE SHORT STORY WRITING SKILLS OF EIGHTH-GRADE STUDENTS AT SMP NEGERI 7 BULUKUMBA

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Abstract

This study aims to determine the effect of the application of Canva and Powtoon interactive media on the ability to write short stories for grade VIII students of SMP Negeri 7 Bulukumba. This study uses a quantitative approach with a quasi experiment design in the form of a nonequivalent control group design. The research subjects consisted of two classes, namely the experimental class that was treated using the interactive media Canva and Powtoon and the control class that used conventional learning methods. The data collection technique was carried out through a short story writing test in the form of a pretest and posttest. Data were analyzed using descriptive and inferential statistical tests with t-tests. The results showed that the significance value of the posttest t-test was $0.000 < 0.05$, which means that there was a significant difference between the ability to write short stories for students in the experimental class and the control class. The average posttest score of the experimental class was 85.40 higher than the control class of 74.10. These findings show that the application of Canva and Powtoon interactive media is effective in improving students' short story writing skills. Therefore, Canva and Powtoon interactive media are recommended as alternative learning media in learning to write short stories at the junior high school level.

Keywords: Interactive Media, Canva, Powtoon, Short Story Writing, Indonesian Learning

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan media interaktif Canva dan Powtoon terhadap kemampuan menulis cerpen siswa kelas VIII SMP Negeri 7 Bulukumba. Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi experiment berbentuk nonequivalent control group design. Subjek penelitian terdiri atas dua kelas, yaitu kelas eksperimen yang diberi perlakuan menggunakan media interaktif Canva dan Powtoon serta kelas kontrol yang menggunakan metode pembelajaran konvensional. Teknik pengumpulan data dilakukan melalui tes menulis cerpen berupa pretest dan posttest. Data dianalisis menggunakan uji statistik deskriptif dan inferensial dengan uji-t. Hasil penelitian menunjukkan bahwa nilai signifikansi uji-t posttest sebesar $0,000 < 0,05$, yang berarti terdapat perbedaan yang signifikan antara kemampuan menulis cerpen siswa kelas eksperimen dan kelas kontrol. Nilai rata-rata posttest kelas eksperimen sebesar 85,40 lebih tinggi dibandingkan kelas kontrol sebesar 74,10. Temuan ini menunjukkan bahwa penerapan media interaktif Canva dan Powtoon efektif dalam meningkatkan kemampuan menulis cerpen siswa. Oleh karena itu, media interaktif Canva

dan Powtoon direkomendasikan sebagai alternatif media pembelajaran dalam pembelajaran menulis cerpen di tingkat SMP.

Kata kunci: *Media Interaktif, Canva, Powtoon, Menulis Cerpen, Pembelajaran Bahasa Indonesia*

INTRODUCTION

Education in Indonesia continues to undergo transformation in step with the rapid development of digital technology. The integration of technology into education has become essential to address the challenges of 21st-century learning, which emphasizes creativity, critical thinking, collaboration, and communication. In this context, teachers are expected to be able to utilize technology as a learning tool that is not only informative but also interactive and meaningful for students. Indonesian language learning, particularly writing skills, is one aspect that requires an innovative approach. Writing is not merely the act of putting ideas into written form, but also involves a complex thought process, ranging from planning and organizing ideas to selecting the appropriate language. One form of writing skill taught at the junior high school level is short story writing, which demands imaginative ability, mastery of text structure, and precise use of linguistic elements.

Real-world observations indicate that students' short story writing skills remain relatively low. Many students struggle to develop story ideas, construct a coherent plot, and clearly establish characters and settings. Additionally, the appropriate use of vocabulary and linguistic conventions remains a challenge. This situation is influenced by various factors, one of which is the use of learning materials that lack variety and have not been able to optimally stimulate students' creativity. The use of interactive digital media is a relevant solution to address these issues. Interactive digital media enables the presentation of learning materials that combine visual, audio, text, and animation elements, thereby creating a more engaging and contextual learning experience. Through this medium, students are not merely passive recipients of information but active participants in the learning process.

Canva and Powtoon are examples of interactive digital media with great potential in teaching short story writing. Canva offers various visual design features that can help students visualize story ideas, outline a short story, and creatively develop settings and characters. Meanwhile, Powtoon allows students to create simple animations that can serve as stimuli for developing plotlines and conflicts in short stories. Previous studies have shown that the use of interactive digital media can enhance student motivation and learning outcomes in writing instruction. Sari and Kurniawan (2021) noted that interactive digital media can increase students' interest in writing short stories by providing a broader space for creative exploration. Additionally, Setiawan and Dewi (2021) state that digital applications have a positive impact on the quality of students' writing through the ease of revision and feedback.

However, studies specifically comparing the effectiveness of using the interactive media platforms Canva and Powtoon in short story writing instruction remain limited. Most

research focuses solely on the use of a single type of digital media without examining the comparative effects across different platforms. Therefore, research is needed to provide an empirical understanding of the effectiveness of these two media in enhancing students' short story writing skills. State Junior High School 7 Bulukumba is one of the schools facing similar challenges in short story writing instruction. Based on initial observations, eighth-grade students struggle to compose coherent and complete short stories, both in terms of structure and language usage. This situation highlights the need for innovative learning media tailored to students' characteristics.

The use of interactive media such as Canva and Powtoon is expected to create a more engaging, participatory, and creative learning environment. Through visualizations and animations, students can more easily develop story ideas and translate them into written form. Additionally, the use of interactive digital media aligns with the characteristics of the digital generation, who are tech-savvy. Based on the above, this study aims to analyze the effect of using the interactive media platforms Canva and Powtoon on the short story writing skills of eighth-grade students at SMP Negeri 7 Bulukumba. This study is expected to provide theoretical and practical contributions to the development of technology-based Indonesian language learning, particularly in improving students' short story writing skills.

METHOD

This study employs a quantitative approach using a comparative research design. The quantitative approach was chosen because the data collected consists of students' short story writing scores, which were statistically analyzed to determine differences and the effects of the intervention. The purpose of this study is to compare the short story writing abilities of eighth-grade students at SMP Negeri 7 Bulukumba after participating in Indonesian language instruction using the interactive digital media platforms Canva and Powtoon. The research design used is a quasi-experimental design with a pretest–posttest control group design. In this design, students were given a pretest before the intervention and a posttest after the implementation of the learning media to determine the improvement in short story writing ability. The research was conducted at SMP Negeri 7 Bulukumba, Bulukumba Regency, South Sulawesi Province. The study population consisted of all eighth-grade students at SMP Negeri 7 Bulukumba. The sample comprised 40 students selected using random sampling, with 20 students assigned to the experimental class taught using the interactive media Canva and Powtoon, and 20 students in the control class taught using conventional learning methods.

Data collection techniques included tests, observations, and documentation. A short story writing assignment was used to measure students' writing skills before and after the intervention. Observations were conducted to record students' activities and responses during the learning process, while documentation was used to collect students' written work and evidence of learning implementation using interactive digital media. The primary research instrument was a short story writing test evaluated using a rubric covering aspects of text structure, creativity in story development, language use, and the

integration of narrative elements. The data obtained were analyzed using descriptive statistics to describe the improvement in students' short story writing skills, as well as inferential statistics using a t-test to determine significant differences between the experimental and control classes. The research sample was selected using purposive sampling, consisting of one experimental class and one control class. The research instrument was a short story writing test administered before (pretest) and after (posttest) the intervention. The assessment of short story writing ability used a rubric covering the aspects of theme, plot, characters and characterization, setting, point of view, and language. Data analysis techniques included normality tests, homogeneity tests, and hypothesis testing using the t-test.

RESULT AND DISCUSSION

Research Findings

The research findings were obtained from the analysis of pretest and posttest data on the short story writing skills of eighth-grade students at SMP Negeri 7 Bulukumba in the experimental and control classes. The data are presented in the form of descriptive statistics, tables, and inferential test results to provide a comprehensive overview of the improvement in students' short story writing skills.

Pretest and Posttest Results for the Experimental Class

The results of the analysis of the short story writing skills of students in the experimental class before and after the implementation of the Canva and Powtoon interactive media showed a significant improvement. In detail, the pretest and posttest results for the experimental class are presented in Table 1 below.

Table 1. Pretest and Posttest Results of Short Story Writing Skills for the Experimental Class

TEST TYPE	NUMBER OF STUDENTS	HIGHEST SCORE	LOWEST SCORE	AVERAGE SCORE
PRETEST	20	78	60	68,25
POSTTEST	20	95	75	85,40

Based on Table 1, it can be seen that the average score for short story writing ability among students in the experimental class increased by 17.15 points following the implementation of the interactive media platforms Canva and Powtoon. This increase indicates that interactive digital media can help students develop ideas, construct plotlines, and improve the linguistic quality of the short stories they write.

To clarify this improvement, a comparison of the average pretest and posttest scores for the experimental class can be visualized in a bar graph, which shows a significant difference between students' initial and final abilities.

Pretest and Posttest Results for the Control Class

The results of the analysis of short story writing skills for students in the control class, who were taught using conventional learning methods, also showed an improvement,

though not as substantial as that of the experimental class. The pretest and posttest data for the control class are presented in Table 2 below.

Table 2. Pretest and Posttest Results for Short Story Writing Skills in the Control Class

TEST TYPE	NUMBER OF STUDENTS	HIGHEST SCORE	LOWEST SCORE	AVERAGE SCORE
PRETEST	20	77	59	67,80
POSTTEST	20	85	65	74,10

Based on Table 2, the average score for short story writing ability among students in the control class increased by 6.30 points. This increase indicates that conventional instruction still has an impact on student learning outcomes, but the improvement is relatively smaller compared to that of the experimental class. A comparison of the average pretest and posttest scores for the control class can be presented in the form of a bar graph to show that the increase is smaller than that of the experimental class.

Comparison of Posttest Results Between the Experimental and Control Classes

To determine the difference in students' short story writing skills after the intervention, a comparison of posttest scores between the experimental and control classes was conducted. The t-test results showed a significance level (Sig.) of $0.000 < 0.05$. This indicates that there is a significant difference between the short story writing skills of students taught using the interactive media Canva and Powtoon and those taught using conventional learning methods. The difference in posttest mean scores between the experimental class (85.40) and the control class (74.10) indicates that the use of the interactive media Canva and Powtoon is more effective in improving students' short story writing skills.

Figure 1. Comparison of Posttest Mean Scores for Students' Short Story Writing Skills

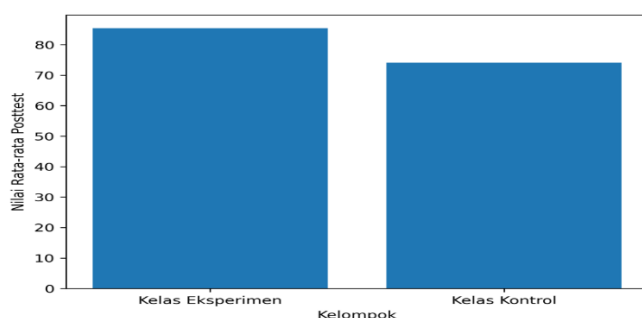


Figure 1 shows a comparison of the average posttest scores for short story writing ability between the experimental class and the control class. The average posttest score for the experimental class was 85.40, while that for the control class was 74.10. This difference indicates that students who learned using the interactive media Canva and Powtoon achieved higher scores than students who participated in conventional learning. The t-test results show a significance value of $0.000 < 0.05$, indicating a significant difference between the two groups.

DISCUSSION

The research results indicate that the use of interactive media such as Canva and Powtoon has a positive impact on the short story writing skills of eighth-grade students at SMP Negeri 7 Bulukumba. The significant increase in posttest scores in the experimental class indicates that interactive digital media can help students develop story ideas, construct a coherent plot, and enhance creativity in short story writing. Canva and Powtoon allow students to visualize story ideas through images, animations, and engaging visual layouts. This visualization helps students organize their ideas and develop story structures systematically. This aligns with multimodal learning theory, which emphasizes that integrating visual, auditory, and textual elements can enhance students' comprehension and language skills.

These findings support the conclusions of Sari and Kurniawan (2021), who stated that interactive digital media can boost students' motivation and improve the quality of their writing. Furthermore, this study aligns with Setiawan and Dewi (2021), who found that the use of digital-based media facilitates students in revising and continuously improving the quality of their writing. The difference in learning outcomes between the experimental and control classes indicates that conventional learning has not yet fully accommodated students' diverse learning needs. The interactive media platforms Canva and Powtoon provide a more participatory and contextual learning experience, thereby encouraging students to engage more actively in the writing process. Consequently, the implementation of Canva and Powtoon not only improves students' learning outcomes quantitatively but also fosters the development of creativity, imagination, and critical thinking skills in short story writing instruction. These findings underscore the importance of integrating digital technology into Indonesian language instruction at the junior high school level.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the use of the interactive media platforms Canva and Powtoon has a significant effect on the short story writing skills of eighth-grade students at SMP Negeri 7 Bulukumba. This is evidenced by the difference in post-test average scores between the experimental class and the control class, with the experimental class achieving higher results than the control class. The improvement in short story writing skills among students in the experimental class indicates that the interactive media platforms Canva and Powtoon are capable of helping students develop story ideas, construct a coherent plot, and enhance creativity and linguistic quality in short story writing. Interactive digital media provide visual and animated stimuli that facilitate students in visualizing their ideas and translating them into written form. Thus, the interactive media platforms Canva and Powtoon can serve as effective alternative learning tools for teaching short story writing at the junior high school level. This study is expected to provide practical contributions to teachers in

developing technology-based Indonesian language instruction and to serve as a reference for future research related to the use of interactive digital media in writing instruction.

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