THE EFFECTIVENESS OF USING CANVA TOWARDS STUDENTS' WRITING IN ADVERTISEMENT TEXT

A Thesis
Submitted as Partial Fulfillment of the Requirement for S1-Degree

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ABSTRACT

This research was conducted to investigate students' difficulties in writing advertisement text. Students often had difficulties in developing and organizing their ideas when writing advertisement texts. Therefore, this research aimed to determine whether there was a significant effect of using Canva towards students' writing in advertisement texts at the tenth grade of MA Al-Hikmah Bandar Lampung in the academic year 2025/2026.

This research used a quantitative approach with a quasi-experimental design. The population of this research was the tenth-grade students of MA Al-Hikmah Bandar Lampung. The samples consisted of 25 students in the experimental class and 24 students in the control class. The experimental class was taught using Project-Based Learning with Canva as the learning media, while the control class was taught using Project-Based Learning with posters as the learning media. The data were collected through writing tests consisting of a pre-test and a post-test. The students' writing was assessed based on five aspects: content, organization, vocabulary, language use, and mechanics. The data was analyzed using a normality test, a homogeneity test, and an independent samples t-test.

The results showed that the mean post-test score of the experimental class was 82.04, while the control class obtained a mean score of 67.42. The independent samples t-test showed that the Sig. (2-tailed) value was 0.000, which was lower than the significance level of 0.05. Therefore, H_0 was rejected and H_a was accepted. It can be concluded that there was a significant effect of using Canva towards students' writing in advertisement texts. The findings indicated that the use of Canva integrated with Project-Based Learning supported students in developing and organizing their ideas during the writing process. Therefore, Canva can be used as an alternative learning medium to support students' writing in advertisement texts. However, there were still some limitations, as students needed more practice using Canva both before and after class to become more familiar with its features and use it more effectively in the writing process.

Keywords: *Advertisement Text, Canva, Project-Based Learning, Students' Writing*

DECLARATION

The researcher's identity, the undersigned below:

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Hereby declares that the thesis entitled: "**THE EFFECTIVENESS OF USING CANVA TOWARDS STUDENTS' WRITING IN ADVERTISEMENT TEXT**" is truly the researcher own original work. The researcher was fully responsible for the publication of the thesis. The sources and structure of the writings in the research have complied with the provisions and ethical standards.

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MOTTO

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ ۖ

"*So be patient. Indeed, the promise of Allah is true.*"
(QS. Ar-Rum: 60)

DEDICATION

All praise is due to Allah SWT, the Most Gracious and the Most Merciful, for His endless blessings, strength, and guidance that have enabled me to complete this thesis. This thesis is dedicated to:

1. My beloved mother, Mrs. Diarsih, the strongest and most caring woman in my life. Thank you for your endless love, prayers, and sacrifices. Your support has been my greatest strength in every step of this journey. May Allah always bless you with health and happiness.
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CURICULUM VITAE

The researcher's name is Rima Rahmawati. She was born on November 24th, 2002, in Tribudisyukur. She lives in Tribudisyukur Village, Kebun Tebu District, West Lampung Regency. She is the first child of Mrs. Diarsih and Mr. Tatang Suhendi. She has one younger sibling named Eggy Arazka Maulana. The researcher's began her study at PAUD Miftahul Huda and graduated in 2009. Then, she continued her study at SD Negeri 1 Tribudisyukur and graduated in 2015. After that, she continued her study at SMP Negeri 2 Kebun Tebu and graduated in 2018. She then continued her study at SMA Negeri 1 Kebun Tebu and graduated in 2021. Furthermore, in 2021, she continued her study to UIN Raden Intan Lampung as the student of English Education Study Program of Tarbiyah and Teacher Training Faculty.

During her study at the university, the researcher actively participated in the (ESA) English Student Association at UIN Raden Intan Lampung. She also participated in the Community Service Program (KKN) in Munca Village. Furthermore, she completed her teaching practice (PPL) at SDIT Annur Gedong Tataan. With the grace of Allah SWT and the support of her family, the researcher's was able to complete this thesis as one of the requirements for obtaining a Bachelor's degree in English Education at UIN Raden Intan Lampung.

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Finally, I realize that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this thesis. Hopefully, this thesis will be beneficial to the readers and contribute to the development of English language teaching, especially in teaching writing.

Bandar Lampung, July 2026
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CHAPTER I
INTRODUCTION

A. Title Confirmation

As the first step to understanding the title of this research and to avoid misunderstanding, it is necessary to explain several key terms used in the title of this proposal. The title, **"THE EFFECTIVENESS OF USING CANVA TOWARDS STUDENTS' WRITING IN ADVERTISEMENT TEXT,"** reflects a clear focus on exploring how digital tools like Canva can support students in improving their writing of advertisement text. The title highlights important aspects of modern learning, including technology integration, and design skills.

In this study, the term "effectiveness" refers to how well Canva helps students achieve their learning goals. Jenkinson states that Educational technology is considered effective when it supports intended learning outcomes and fosters a deeper understanding through the learning process(Jenkinson, 2009). This study emphasizes the importance of providing measurable evidence to determine whether Canva truly contributes to students' writing achievements, rather than assuming that technology is beneficial. This is crucial because in some classrooms, digital tools are introduced without clear proof of their impact on learning.

Canva provides user-friendly tools that enable students to combine written content with visual elements. This feature is particularly important when creating functional texts, such as posters, advertisements, and announcements, where visual design enhances the clarity and impact of the message. Canva has a strong positive effect on students' academic achievement(Astaño, 2025). Canva has the potential to contribute not only to students' academic performance but also to their development of critical digital literacy and communication skills, both of which are highly relevant in today's learning environment. In line with this,

Hafidzin et al. highlight that Improved students' writing proficiency across different learning styles by providing flexible features that support both visual and textual expression. This flexibility enables students with various learning preferences to organize their ideas more effectively and produce writing that is clearer and more engaging(Hafidzin et al., 2024). Therefore, Canva is viewed as a valuable tool for enhancing not only writing proficiency but also students' confidence in creating advertisement that combine language and design elements.

Writing is an important skill of a language by which one can be used for variety of functions including expression of thoughts, ideas and feelings, to instruct and discuss etc. in black and white(Samiullah et al., 2018). Functional texts, including advertisements, are designed to serve clear and practical purposes in real-life communication. This aligns with the view of functionalists who see language as a tool to perform different functions in daily life, such as making requests or writing formal applications(Samiullah et al., 2018). focuses on students' ability to produce writing that serves a clear and practical purpose. Harahap and Fahmi found that project-based learning using Canva significantly improved students' ability to write functional texts, specifically health promotion texts (Harahap & Fahmi, 2024).

In conclusion, this study aims to provide evidence that Canva can support students in producing advertisement textthat meet both linguistic and visual standards, which are essential in today's digital communication era.

B. Background of The Problem

Writing is widely regarded as one of the most essential yet challenging skills that language learners must master. Among the four language skills, writing is often considered the most demanding for English language learners (ELL), as it requires learners to master a wide range of sub-skills such as vocabulary, organization, and grammar simultaneously (Alzahrani, 2025). English as a Foreign Language (EFL) students are required to develop strong writing competence in order to communicate effectively and to complete academic tasks such as letters, essays,

papers, articles, journals, and theses (Hafidzin et al., 2024). Within this broader skill, writing functional texts has become increasingly important, as such texts are designed to serve specific communicative purposes and frequently rely on visual elements to strengthen their message.

In today's rapidly evolving digital era, the ability to produce functional texts such as advertisements, announcements, and posters has become an essential competence for students, since visual communication is often as important as linguistic accuracy in these text types. Functional texts serve specific real-world communicative purposes and are typically expected to be visually engaging in order to capture attention and convey messages clearly, since the visual components of a text work together with its verbal elements to construct meaning (Herman et al., 2022). Modern language education must therefore ensure that students are able to produce functional texts that combine grammatical accuracy with effective visual design, as competent writing skills enable learners to express ideas clearly and to succeed both academically and professionally.

Instructional media play an indispensable role in the teaching and learning of writing(Nur & Ramadhani, 2025). The use of media helps students grasp material more easily by providing visual, auditory, or interactive support that makes abstract concepts more concrete. In writing classes, students commonly struggle to generate ideas, organize paragraphs, and select appropriate vocabulary; digital media, in particular, can address these difficulties by offering models, templates, and visual stimuli that guide students toward producing better texts. Visual learning itself is understood as the process of acquiring knowledge through visual information carriers—text, images, charts, film, and computer-based media—with the aim of enhancing learners' cognitive and writing abilities through visual sensory experience. This process typically involves three interconnected cognitive activities: visual attention, visual perception, and visual thinking, which together form the foundation of effective visual learning(Zhao, 2023).

Despite the recognized importance of media, students continue to face considerable challenges in writing functional texts. Mastering an adequate range of vocabulary is essential in writing instruction, since limited vocabulary makes it difficult for students to express their ideas. Many senior high school students struggle to write in English as a foreign language, primarily due to restricted vocabulary and insufficient understanding of key writing components, including grammar, organization, paraphrasing, and referencing(Alzahrani, 2025).

A preliminary study conducted on May 23rd, 2025, through an interview with Mrs. Nofy Yanti, an English teacher of the tenth grade at MA Al-Hikmah Bandar Lampung, provided a clearer picture of students' writing abilities. Mrs. Nofy Yanti supplied data on students' writing scores for the 2024/2025 academic year, presented in Table 1.1 below.

Table 1. 1
The students' Writing score of the Tenth Grade at MA- Alhikmah Bandar Lampung

2	Range	Qualification	class			Total of students	Percentage (100%)
			XA	XB	XC		
1	80-100	Excellent to very good	1	1	1	3	4,7%
2.	66-79	Good to Average	7	15	10	32	50%
3.	56-65	Fair to poor	13	6	5	24	37,5%
4.	≤ 55	Very Poor	0	2	2	4	6,2%
TOTAL			21	24	18	63	100%

Source: The data from English teacher of MA-Ahikmah Bandar Lampung in the Academic year of 2024/2025

As shown in the table above, the writing scores of tenth-grade students at MA Al-Hikmah Bandar Lampung reveal varying levels of proficiency. Only 4.7% of students achieved an Excellent to Very Good score (80–100), indicating that very few students have attained a high level of writing mastery. Half of the students (50%) fell into the Good to Average category (66–79), reflecting a generally moderate

level of writing proficiency, while a considerable proportion (37.5%) remained in the Fair to Poor range (56–65), signaling a clear need for improvement. A further 6.2% of students scored in the Very Poor category (≤ 55), including those who did not submit their assignments, underscoring a critical need for remedial support.

These findings suggest that although roughly half of the students demonstrate average writing ability, a substantial number continue to struggle with low writing performance. The small proportion of students in the highest category highlights the importance of implementing more effective and engaging instructional strategies—such as digital media platforms like Canva—to support the development of students' writing skills, particularly in composing advertisement texts.

In addition to the teacher interview, the researcher also interviewed several tenth-grade students of MA Al-Hikmah Bandar Lampung taught by Mrs. Nofy Yanti on May 23rd, 2025. The students reported feeling confused about how to construct good sentences, as they struggled to develop their ideas, and acknowledged persistent difficulties with grammar and vocabulary. In writing advertisement texts specifically, several students admitted uncertainty about how to translate their ideas into writing. Nevertheless, they expressed greater motivation and enthusiasm when digital media were used as a learning tool, as such media made it easier for them to express their ideas more creatively. Although the teacher had previously used media such as YouTube videos and other visual aids, these tools function largely as passive media that do not actively engage students in the learning process.

Canva emerges as a promising solution to these challenges. As a widely used and accessible online graphic design and visual communication platform, Canva offers an intuitive interface along with an extensive collection of templates, graphics, and fonts. Its user-friendly design allows anyone, including students, to create visually appealing content without requiring advanced design expertise. Recent

research suggests that graphic design tools can significantly enhance students' visual thinking skills, which are essential for harmoniously integrating textual and visual elements.

Canva holds considerable potential for helping students improve the quality of their functional text writing, particularly with regard to visual presentation and appeal. Through Canva, students can experiment with layouts, color schemes, fonts, and images, making their functional texts more compelling and effective in conveying their intended message. Numerous studies have found that integrating Canva into language learning can significantly enhance students' writing ability, motivation, and engagement; beyond supporting structure and coherence, Canva also fosters creativity and enables students to produce more engaging and multidimensional work.

Based on the information obtained from both the teacher and the students, several problems in students' writing skills can be identified. Most students find writing difficult due to limited vocabulary and weak grammar mastery in advertisement texts. In addition, students often struggle to develop persuasive ideas when composing advertisement texts. Teachers, in turn, require appropriate learning media to help students understand and produce advertisement texts more effectively.

To address these problems, the researcher proposes the use of Canva as a digital learning media. Canva provides a variety of visual features templates, images, icons, and fonts that can help students write advertisement texts more creatively and attractively. Beyond simplifying the organization of ideas, digital media such as Canva can also increase students' motivation to learn writing, as such media tend to be more interactive and better suited to students' interests in the current digital era, thereby encouraging greater engagement in the learning process.

This study limits its focus specifically to the use of Canva in teaching advertisement text writing, rather than examining other digital media or other types of functional

texts, for several reasons. First, among various functional text types, advertisement text was selected because it inherently demands a strong integration between persuasive language and visual presentation; an advertisement is considered effective only when its verbal message and visual design work together to attract the reader's attention, which makes it particularly suitable for examining the contribution of a visual-based platform such as Canva. Second, among the many available digital learning media, Canva was selected over other platforms because its core features are specifically oriented toward visual design templates, layouts, graphics, and fonts rather than toward text collaboration, grammar checking, or other non-visual functions, making it more directly relevant to the visual demands of advertisement text writing than tools such as Google Docs or Grammarly. For these reasons, the scope of this study is limited to assessing the effectiveness of Canva on tenth-grade students' writing of advertisement text, and does not extend its findings to other digital design platforms or other categories of functional text.

Based on this background, the researcher is interested in conducting a study entitled *"The Effectiveness of Using Canva Towards Students' Writing in Advertisement Text at the First Semester of the Tenth Grade of MA Al-Hikmah Bandar Lampung in the Academic Year of 2025/2026."*

C. Identification and Limitation of the Problem

Based on the background of the problem described above, the researcher identified several Problem in the learning process especially in writing, as follows

1. Identification of the Problem

a. The students had difficulties in writing because they were still limited in vocabulary and the use of grammar in advertisement texts.

b. The students had difficulties in developing their ideas in creating advertisement texts

c. The students needed an alternative learning media to write advertisement texts more effectively and creatively.

2. Limitation of Problem

Based on the identification above, the researcher focused on the use of Canva towards students' writing in advertisement text at the first semester of the tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2025/2026.

D. Formulation of the Problem

Based on the background, identification, and limitation of the research, the researcher formulated the problem as follows: Is there any significant effect of using Canva towards students' writing in advertisement text?

E. Objective of the Research

Based on the formulation of the problem, the objective of this research is to determine whether there is a significant effect of using Canva towards students' writing in advertisement text.

F. Significance of the Research

The significance of this research can be explained in the following ways:

1. Theoretically

   The results of this research are expected to contribute to the theoretical understanding of the effectiveness of Canva in improving students' ability to write advertisement texts. This research is expected to provide insights that can support and extend existing theories on the integration of digital platforms in language learning, particularly in writing skills development.

2. Practically

   - To Students

     The students are expected to benefit from using Canva, as it can enhance their writing ability. Canva's visual and interactive features are expected to motivate students and make writing tasks more engaging. It allows students to visualize their ideas and organize them

effectively, improving their proficiency in producing advertisement texts.

- To Teachers

  This research offers a valuable reference for English teachers, providing them with insights into how they can utilize Canva to enhance their students' creativity and writing abilities in functional writing, especially in advertisement texts. It will help teachers improve their teaching methods by integrating a digital tool to motivate students and support their learning process.

- To Future Researchers

  This research is expected to provide a valuable resource for future studies on the effectiveness of Canva in language learning. It can serve as a foundation for further exploration into the impact of digital platforms on students' writing skills, offering new perspectives on how to improve writing instruction in the digital age.

G. Relevance of the Research

In this research, there are some previous studies that showed Canva was effective to be applied in the learning process, especially writing as follow:

1. The first previous research conducted by Maulida Noor and Elanneri Karani with The Title “The Effectiveness of Canva Application as a Media in Writing Greeting Card at the Eight Grade of SMP Negeri 12 Banjarmasin”. This research aimed to examine the impact of using Canva as a learning medium for writing greeting cards among eighth-grade students at SMP Negeri 12 Banjarmasin. The participants in this study were students from the eighth grade of the school. The study employed a true experimental design, with a total population of 59 students, from which 48 were selected as samples using a 5% margin of error. A quantitative approach was adopted, applying the Randomized-Groups Pre-test-Post-Test Control Group Design. The primary instrument used was a greeting card writing task. Data collection was carried out through several stages, including pre-test, treatment, and post-test. The

data were processed through steps such as data gathering, scoring, and calculation. Analysis of the data was conducted using the SPSS software, covering normality tests, homogeneity tests, and hypothesis testing. The findings indicated that the use of Canva as a learning medium had a significant positive effect on students' writing performance in greeting card tasks(Noor & Karani, 2023).

2. The second previous research conducted by yundayani with title “Investigating The effect of Canva on Students’ Writing Skills” This study aimed to examine the impact of Canva on students’ writing abilities. A total of forty-four Indonesian EFL students were randomly divided into two groups: a control group and an experimental group. Both groups took a pre-test before the treatment, and instruction was delivered using the Communicative Language Teaching (CLT) approach. However, only the experimental group used Canva as a writing medium to help generate and organize their ideas. After the instructional period, both groups completed a post-test. The students’ writing errors were analyzed and compared using ANCOVA. The findings revealed that students in the experimental group made significantly fewer writing errors than those in the control group, indicating that Canva had a positive effect on improving students’ writing skills(Yundayani, 2019).
3. The third previous research conducted by Muhammad Sofian et all with title “Teaching writing through Canva application.” Journal of Languages and Language Teaching. This study focused on examining the effectiveness of Canva as a learning medium to improve students’ writing abilities. The research was carried out at MTs Al-Islamiyah Ciledug between July and August using a quantitative approach with a pre-experimental design, involving pre-tests and post-tests. Writing tasks served as the main instrument to measure students’ achievement. The study involved one class (IX-1) as the sample, selected through random sampling. Data were analyzed using a t-test, and the results showed that Canva was an effective tool in helping students enhance their writing

performance. The findings suggest that future teachers may adopt this approach as a reference for teaching writing skills(Hadi et al., 2021).

4. The fourth previous research conducted by sherly with the title "The Use of ‘Canva for Education’and the Students’ Perceptions of Its Effectiveness in the Writing Procedure Text”. The study applied a pre-experimental method using a one-group pre-test and post-test design. The treatment was provided between the pre-test and post-test to 48 ninth-grade students, who were selected through purposive sampling. Data were gathered through tests and questionnaires. The results indicated that *Canva for Education* effectively enhanced students’ writing abilities, particularly in producing procedure texts. Moreover, students expressed positive perceptions of using *Canva for Education* and showed greater enthusiasm for learning through this platform(Fauziyah, Nabielah Luaily, J. Priyanto Widodo, 2023).
5. The last Previous research conducted by Muhammad fadil jumami With the title "Using Canva in teaching writing to EFL classroom students." By using the Canva application, students experienced a new and engaging tool in their writing activities. Canva provided notable benefits in enhancing students’ writing performance by offering features such as images, colors, photos, fonts, and graphic elements that support the writing process. Writing itself involves critical thinking to combine words into meaningful sentences and can be seen as a process of expressing thoughts through written language. This study aimed to explore students’ perceptions of using Canva in creative writing. Data were collected through questionnaires and interviews involving eight senior high school students. The findings revealed that students held positive views toward using Canva for creative writing. They found the application enjoyable, easy to use, and helpful in making English learning more fun and easier to understand. The visual elements offered by Canva attracted students’ interest and motivated them to engage more actively in learning English. Furthermore, creative writing with Canva

not only helped improve their language skills but also enhanced their imagination and expanded their knowledge of creative writing(Jumami, 2021).

Based on the previous studies, it can be concluded that Canva has been widely used to enhance students' writing performance in various text types such as procedure text, greeting cards, and creative writing. However, there is still limited research focusing on the use of Canva in teaching advertisement texts. Therefore, this study aims to fill that gap by investigating the effectiveness of Canva in developing students' ability to write advertisement texts.

H. Systematic of the Research

In this proposal consists of three chapters as follow:

1. Chapter I
   This chapter discusses an introduction which consists of tittle affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objectives of the research, significances of the research, relevance studies and systematics of the research.
2. Chapter II
   This chapter discusses the review of related literature, which consists of the frame of theory and hypothesis
3. Chapter III
   This chapter discusses the research method, which consists of the place and time of the research, approach and type of research, population, sample, data collection technique, operational variables, data collecting technique, research instrument, validity and readability of the test, and data analysis technique.
4. Chapter IV
   This chapter discusses findings and discussion, this chapter consisted of data description and discussion
5. Chapter V
   This chapter consisted of conclusion and suggestion.

CHAPTER II
REVIEW OF LITERATURE AND HYPOTHESIS

A. Frame of Theories

1. The Concepts of Writing

   a. Definition of Writing

Writing is a complex communicative process that involves the expression of ideas, thoughts, or messages through written language. According to Harmer writing is an activity performed by individuals who aim to share their ideas or information clearly and effectively to readers. Writing is one of the most challenging language skills because it requires mastery of grammar, vocabulary, spelling, and organization(Harmer, 2004). The difficulty often discourages learners from practicing writing, leading to a lack of confidence and motivation.

Byrne as cited in Harmer emphasizes the importance of the writer's mood and mindset, stating that writing becomes easier when a person is in the right frame of mind. Writing is a skill that improves through continuous practice rather than a one-time effort. Moreover, writing functions as a form of encoding where writers transform their mental ideas into language that can be understood by others

Hedge adds that the success of writing depends heavily on the readers' ability to understand the writer's intention. Therefore, effective writing requires consideration of the audience and the purpose of the text. Good writers write with a clear sense of purpose, a specific audience in mind, and a well-directed message. Writing serves various purposes including to inform, explain, persuade, or entertain Understanding these purposes helps writers choose appropriate styles and structures.

b. Writing Process

Writing is not simply putting words on paper; it is a dynamic and recursive process that involves multiple stages to develop clear, effective, and meaningful texts. The writing process helps writers to organize their thoughts, improve their ideas, and revise their work for clarity and correctness. Harmer states the writing process generally consists of the following key stages:

1) Planning

The first stage of the writing process is planning, which is critical to producing focused and organized writing. During planning, writers decide on the topic, purpose, and target audience of the text. This phase often involves brainstorming ideas, researching necessary information, and outlining the main points to include. Planning can be informal, such as jotting down notes or creating mind maps, or formal, such as detailed outlines. This step helps writers to gather their thoughts and decide on the best way to communicate their message effectively. Without proper planning, writing can become unfocused and disorganized.

2) Drafting

After planning, writers begin drafting, where the initial ideas are put into complete sentences and paragraphs. This stage is about getting ideas down on paper without worrying too much about grammar, spelling, or punctuation errors. The main goal is to build the content and structure of the text. Writers might write several drafts as they experiment with different ways of expressing their ideas. Drafting allows the writer to transform abstract thoughts into concrete language and gives them something tangible to review and improve.

3) Revising

Revising is a crucial step in the writing process that focuses on improving the content and

structure of the draft. During revision, writers evaluate whether their ideas are clear, logical, and complete. They may add new information, delete irrelevant details, reorganize paragraphs for better flow, and enhance the clarity and coherence of their writing. Revision also includes checking whether the text meets the purpose and suits the intended audience. This stage often requires multiple rounds of review and feedback, sometimes involving peers or teachers, to refine the text and make it more effective.

4) Editing

Editing focuses more on the language level, dealing with grammar, vocabulary, spelling, punctuation, and mechanics. At this stage, writer correct errors and polish their language to ensure accuracy and readability. Editing ensures that the text is free from distractions caused by mistakes and that the writing adheres to standard conventions. Attention to detail in editing is important for making the text professional and credible.

5) Publishing (Final Draft)

The final stage of the writing process is publishing, where the polished piece is shared with the intended audience. Publishing can take many forms depending on the context—submitting an essay to a teacher, posting an article online, or presenting a report in a meeting. Publishing motivates writers because their work is seen and potentially responded to by others. It also provides a sense of accomplishment and the opportunity for feedback that can inform future writing(Harmer, 2004).

These steps are essential as the starting point of the writing process. Students should be taught four key stages: planning, drafting, editing, and finally producing

the final version that is ready for publication. Teachers play an important role in explaining these stages and providing guidance to help students enhance their writing skills.

c. Writing Ability

Writing ability is an important skill in language learning because it allows students to express their ideas, thoughts, and feelings through written form. According to Jacobs et al writing ability can be measured through specific aspects that show the quality of a written text. These aspects are:

1) Content

The substance of the writing, evaluated based on the relevance, clarity, depth, originality, and development of ideas presented. Strong content ensures the message is well-understood and supported.

2) Organization:

The logical sequencing and structuring of ideas within the text. This includes coherence (logical connection of ideas) and cohesion (grammatical and lexical ties between sentences and paragraphs), ensuring smooth flow and easy readability.

3) Vocabulary

The breadth, precision, and appropriateness of word choice. An extensive and accurate vocabulary enhances the clarity and sophistication of the writing.

4) Language Use (Grammar):

Accuracy in grammatical structures, sentence formation, and syntax. Correct grammar ensures the message is unambiguous and adheres to linguistic norms.

5) Mechanics:

Correctness in surface-level features such as spelling, punctuation, and capitalization. Proper mechanics are essential for readability and professionalism(Jacobs et al., 1981).

From the explanation above, it can be inferred that producing a piece of writing is essential. To produce good writing, the writer needs to generate ideas one effective way to do this is through brainstorming. The writer should then organize these ideas into a well-structured draft that aligns with the topic, select appropriate vocabulary, and ensure the draft follows correct grammatical structures and logical sentence patterns. Finally, attention must be paid to spelling, punctuation, and capitalization to produce a clear and polished paragraph.

2. The Concept of Text

a. Definition of Text

In linguistic studies, a text is understood not merely as a collection of unrelated sentences, but as a coherent and meaningful unit of language. Halliday and Hasan in Nguyen stated that define text as *"a unit of language in use"*, describing it as a semantic rather than a grammatical unit. This implies that a text forms a unified whole through cohesion (grammatical and lexical ties) and coherence (logical connectedness in meaning)(Thi thnan hoa, 2019). In this sense, a text is more than just individual sentences—it is a connected stretch of language that functions meaningfully in a particular context.

Halliday and Hassan argues that a text is not merely a collection of sentences; it is characterized by two fundamental principles: cohesion and coherence(M.A.K. & R., 1976). Texts are deeply embedded in social contexts, meaning their structure, language, and meaning are shaped by the purpose for which they are created and the audience they address.

Similarly, De Beaugrande and Dresslerin Tanskanen state that a text is a communicative occurrence which meets seven standards of textuality: cohesion, coherence, intentionality, acceptability, informativity, situationality, and intertextuality(sanna - kaisa, 2009). This definition

highlights that texts are not defined solely by their internal structures, but also by their communicative purpose and reception in context.

Paltridge expands on this by defining a text as *"a stretch of language interpreted formally, contextually, and functionally"* (Paltridge, 2001). This emphasizes that texts should be understood in terms of their formal structure, social context, and communicative function—an approach particularly relevant in language teaching, where learners are guided to produce texts that function appropriately in real-life communication.

b. Kinds of Text

As Harmer stated, writing has many types depending on its purpose. A writer produces text in different ways because every text has a communicative goal. Based on Hammond et al. in Paltridge and Anderson functional text is considered part of text types or genres. This is because functional text is shaped by its social purpose and has a clear structure that helps achieve this purpose.

The kinds of text that include functional text are as follows:

1) Procedure

   The purpose is to give instructions about how to make or do something. The structure includes: title (goal), materials/equipment, and steps. Example: recipes, manuals.

2) Advertisement

   The purpose is to persuade or convince people to buy or do something. This is a functional text because it is designed for real-life communication. Example: product ads, service ads.

3) Announcement

   The purpose is to give information to the public. It is a functional text because it gives a clear message for readers to know something important. Example: school announcement, event notice.

4) Invitation

The purpose is to invite someone to come to an event. This type has a format with time, place, and occasion clearly written.

5) Exposition

The purpose is to argue or convince readers about an issue. This type is also called argumentative text (analytical and hortatory exposition) (Paltridge, 2001).

The researcher chose advertisement text because it is one of the text types listed in the English syllabus used by the teacher and has been taught to the students. Moreover, this type of text is relevant to students' daily lives, as they are often exposed to various advertisements in both digital and printed forms. Therefore, teaching advertisement texts allows students to practice persuasive writing while engaging with real-life content, making it ideal for project-based learning using Canva.

3. Advertisement Text

a. Definition of Advertisement Text

According to Lee and Johnson in mahmud advertisement is derived from the Latin language "adverte", which literally means instructing(Mahmud, 2019). Advertisement is a commercial and impersonal form of communication that aims to introduce an organization or its products to the wider community, with mass media intermediaries such as TV, radio, newspapers, magazines, direct mail, billboards, and public transportation facilities.

Gerot and Wignell argues that advertisement text is a kind of functional text that is aimed at promoting goods, services, or ideas in order to influence the target audience(Gerot & Wignell, 1994). As a genre, advertisement text combines language and visual elements to achieve its communicative purpose. It does not merely convey information, but it is designed to persuade and attract attention through persuasive messages, so the

audience is motivated to take action, such as buying or using a product.

Furthermore, Jefkins asserts that advertisement is messages that offer a product that is addressed to the public through a medium(Jefkins, 2016). This shows that advertisement text is designed to reach a wide audience through various media with the aim of offering or promoting products. By understanding this function of advertisements, students can learn how to write targeted messages that attract public attention.

b. Kind of Advertisement

According to jefkins, advertisements can be categorized into several types based on their purpose and content. These include

1. Product advertisement; aims to promote goods such as food, drink, or cosmetics.
2. Service Advertisement; promotes services like laundry,car rental,or computer repair.
3. Public service Advertisement; delivers messeges intended to inform or educate the public, for example about helath, safety,or social issues.
4. Job Vacancy Advertisement ; announces job openings and invites applications from qualified individuals(Jefkins, 2016).

Each type of advertisement has its own structure, target audience, and persuasive language features that help achieve its communicative goal

c. Generic structures of Advertisement

Advertisement text, as part of functional texts, is designed to persuade readers or audiences through a structured and appealing message. According to Emilia advertisement text generally consists of three key components in its generic structure.

1) Headline

A striking phrase or sentence intended to catch the audience's attention.

2) Body copy

The section that provides information about the product or service, offering details and persuasive points.

3) Slogan / Call to action

A catchy phrase that encourages immediate action or leaves a lasting impression on the audience(Emilia, 2011).

These components work together to guide the reader from initial interest to action, making the advertisement effective both linguistically and visually. It is important for students to understand these structures in order to compose effective advertising texts. By recognizing the parts of an advertisement, students not only learn to write well but are also able to compose persuasive messages that are in accordance with the communicative purpose of the advertisement text.

d. Languange Features of Advertisement

In terms of language, Cook explains that advertisement texts are characterized by specific persuasive features aimed at influencing consumer behavior. These features include:

1) Imperative sentences:

Direct commands that prompt action (e.g., *Try it now!*, *Get yours today!*).

2) Positive, persuasive adjectives

Words like *best*, *exclusive*, *fresh* that highlight product value.

3) Simple present tense

Used to make statements appear factual and timeless.

4) Short, catchy phrases

Designed for easy recall and quick impact.

5) Repetition

Reinforcing the main message or slogan for memorability(Motallebi & Kuhi, 2014).

These language features strengthen the persuasive function of advertisements and, when combined with

digital tools like Canva, help students create more engaging and impactful texts.

e. Example of Advertisement Text

Source: Designed by the researcher using Canva (2025).

Figure 2.1

Example Poster About Smartband as Product Advertisement Text

4. The Concept of Media

a. The Definition of Media

In the broad educational context, media refers to any tools, materials, or channels used to facilitate communication and learning processes(S. E. et al., 2015). Media serves as an intermediary to convey information, instruction, or experience from a source such as a teacher, textbook, or digital platform to students. Its main purpose is to help understand abstract concepts, increase engagement through sensory stimulation, and support learning effectiveness by matching students' learning styles.

Arsyad in Yuliansih et al. stated that Media is anything that can be used to convey messages, stimulate students' thoughts, feelings, attention, and willingness so that they can be encouraged to be involved in the learning process(Yuliansih et al., 2021). This definition emphasizes the interactive role of media in actively

engaging learners, not just delivering content. Therefore, selecting appropriate media is essential to foster motivation and maximize learning outcomes in the classroom.

b. Kinds of media

Media play a central role in facilitating the teaching and learning process. They act as intermediaries that deliver messages, instructions, or learning experiences from the teacher or other sources to the learners. Various experts have categorized media into different types depending on their form, function, and sensory involvement. Arsyad in Silmi stated that there are six categories of teaching media such as such;

1) Human Media

Which refers to people who facilitate learning through direct interaction. Teachers, experts, guest speakers, or even students in group work settings fall into this category. Human media is vital because it allows two-way communication and the opportunity for immediate feedback, which fosters active engagement and social learning.

2) Print Media

This includes traditional text-based materials such as textbooks, worksheets, brochures, and handouts. Printed media is widely used in classrooms as it provides a structured and tangible resource that students can access repeatedly, supporting independent learning and reading comprehension.

3) Audio Media

Which presents information through sound. Examples of audio media include radio programs, podcasts, audio recordings, and songs. This type of media is especially beneficial for language learning, as it enhances listening skills and helps students improve their pronunciation and auditory memory.

4) Visual Media

Is another essential category, offering content that appeals to the sense of sight. Diagrams, illustrations, flashcards, and charts are among the tools included in this group. Visual media helps students better understand abstract concepts by providing a concrete representation, making learning more engaging and memorable.

5) Audio -Visual Media

Which combines both sound and visual elements. Educational films, videos, and television programs are common examples. This type of media is effective in capturing students' attention and providing dynamic learning experiences that stimulate multiple senses simultaneously.

6) Multimedia

Refers to digital tools that integrate various elements such as text, images, audio, video, and interactivity. Examples include Canva, PowerPoint, educational apps, and interactive simulations. Multimedia supports creative and project-based learning, allowing students to actively participate in the content creation process while enhancing digital literacy skills(Silmi, 2018).

In conclusion, understanding and applying various types of media in the classroom allows educators to create more dynamic and effective learning environments. By selecting media that align with students' needs and learning styles, teachers can enhance motivation, engagement, and comprehension. Based on the classifications above, Canva is categorized as multimedia. It integrates elements such as text, images, audio, and visual design that allow students to create engaging and meaningful content. Canva functions not only as a tool for delivering material but also as a platform that enhances students' creativity and digital expression through interactive features.

5. The Concept of Canva

a. Definition of Canva

Mulyati et al. states that Canva is an online design program that has a variety of editing tools or tools for creating various graphic designs (Mulyati et al., 2022). This makes Canva a practical tool for students to create their own learning products in a visually appealing way. Also yundayani stated Canva as the website is one source of visual media that can used as a window to the wider outside world language classes and, of course, a collection of authentic material that is easily accessible(Yundayani, 2019).This indicates that Canva can enrich students' exposure to authentic visual texts and support their learning through visual materials.

According to Fauziah et al. Canva is an online design program that provides a variety of equipment such as presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, bulletins, etc. and in Canva, we can also make a presentation. The types of presentations available in Canva, such as creative presentations, education, business, advertising, technology, and so on (Fauziyah et al., 2022). This variety of templates and design features allows students to express their ideas creatively through different formats that are suitable for classroom projects, including advertisement texts.

Theoretically, the use of Canva as a visual design platform can be explained through the Cognitive Theory of Multimedia Learning. Mayer (2009) explains that humans process information through two separate channels: visual and verbal. Learning can be enhanced when both channels are engaged appropriately rather than relying on verbal information alone(Mayer, 2009). This theory supports the use of Canva in writing instruction because Canva allows students to integrate written language with images, layouts, colors, and other visual elements. Therefore, the integration of visual and verbal

information through Canva does not merely make learning materials more attractive, but can also support students in processing information, developing ideas, and constructing meaning through multimedia content. In the context of writing advertisement texts, this integration can help students organize their ideas and communicate persuasive messages through both written and visual elements.

b. How to Use Canva

The process of using Canva is remarkably straightforward, contributing to its widespread adoption. Generally, it involves the following steps:

1. Go to search a web https://www.canva.com/login

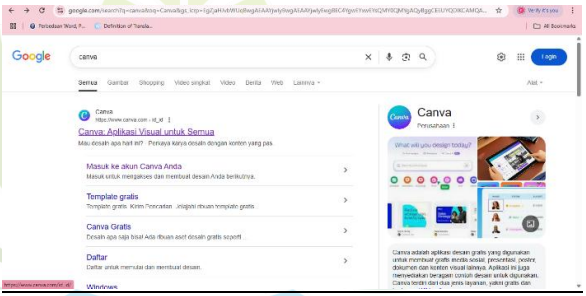

Figure 2.2
First Step Use Canva

2. Account Creation and Login**:** Users begin by signing up for a free or paid account via a web browser or the dedicated mobile application.

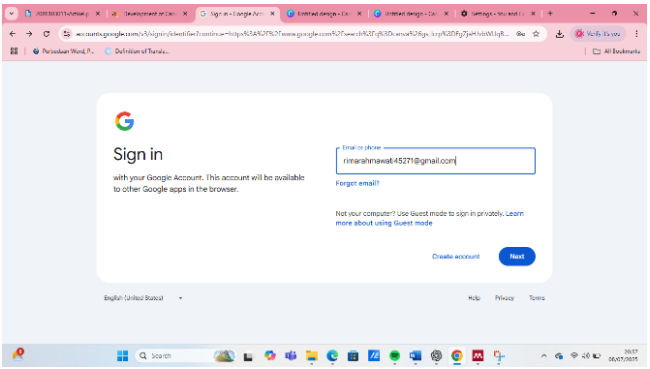

Figure 2.3
Second Step Use Canva

3. After sign up, you can choose which aspect do you like to create

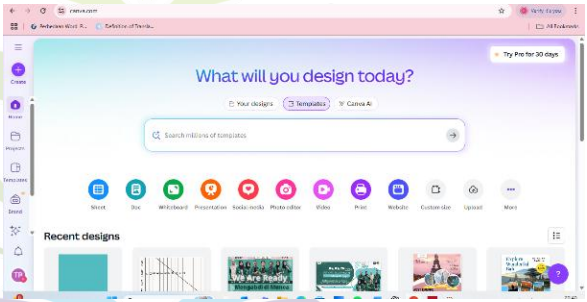

Figure 2.4
Third Step Use Canva

4. Template Selection or Blank Canvas: Upon logging in, users can choose from thousands of categorized templates tailored for specific document types (e.g., Instagram Post, Presentation, A4 Document, Poster, Advertisement) or start with a blank canvas to start their design from scratch, setting custom dimensions.

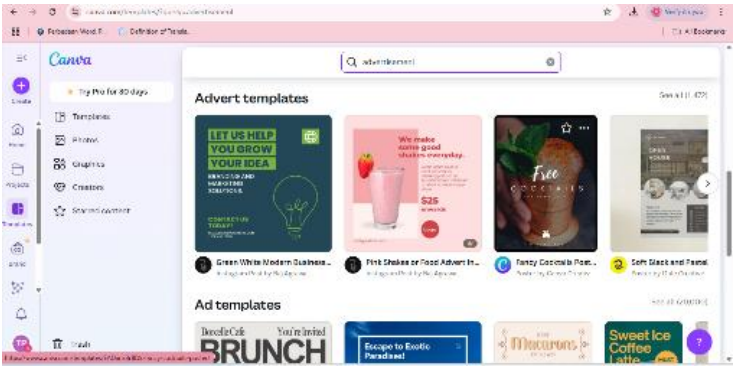

Figure 2.5

Fourth Step Use Canva

5. Customization and Content Addition**:** This is the primary creative phase. Users can easily modify elements within a chosen template or add new ones. This involves editing text, selecting from a vast array of fonts and colors, uploading personal images or videos, and incorporating elements from Canva's extensive library (e.g., stock photos, illustrations, shapes, lines, frames, charts, audio, video).

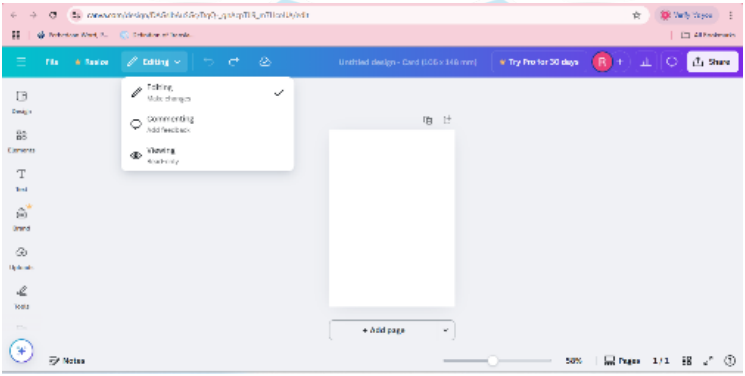

Figure 2.6

Fifth Step Use Canva

6. Design and Layout Manipulation: Elements can be resized, repositioned, rotated, visual composition. Canva's intuitive tools assist in alignment and spacing.

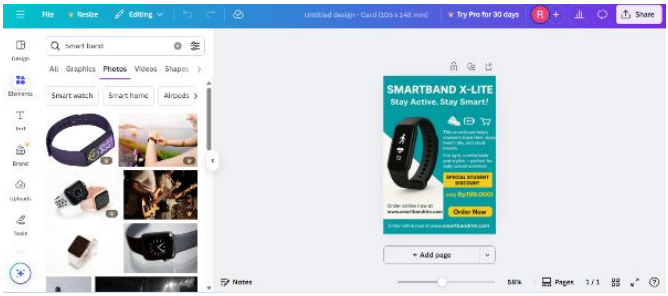

Figure 2.7

Sixth Step Use Canva

7. Download and Share: Once the design is complete and polished, it can be downloaded in various formats (e.g., JPEG, PNG, PDF, MP4, GIF) suitable for different purposes. Designs can also be shared directly to social media platforms, via email, or through a shareable link, making distribution effortless.

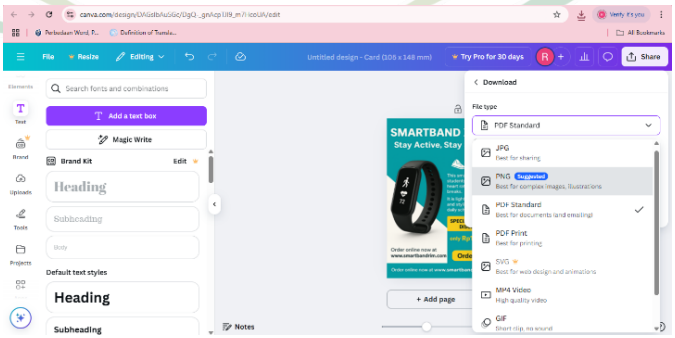

Figure 2.8 The Last Step Use Canva

c. *Teaching Writing Advertisement Text using Canva as Media*

Teaching advertisement text using canva focuses on the integration of writing and visual design skills. Through this media, students are guided to organize their

ideas creatively, combine persuasive language with relevant images, and produce visually engaging advertisement text. The implementation process was adapted from the writing process model proposed by Hyland (2003) and can be carried out through several steps as follows:

1. Selection

   The teacher introduces the concept, purpose, and language features of advertisement texts. Several examples are presented to help students understand the structure and persuasive elements commonly found in advertisements, and each group selects a product or service to advertise.

2. Pre-writing

   The teacher introduces Canva as a digital design platform and demonstrates how to use it to create a simple advertisement, including selecting templates and understanding layout components. Students begin gathering ideas and planning the content of their advertisement text.

3. Composing

   Students are divided into groups and begin drafting their advertisement text, focusing on persuasive language and key selling points, before creating the design in Canva.

4. Drafting

   Students continue to create their own advertisement texts using Canva. They are encouraged to write persuasive sentences, apply proper vocabulary, and design visually appealing layouts that reflect their creativity

5. Editing and Proofreading

   Students review and refine their written text for grammar accuracy, word choice, and coherence before finalizing the layout.

6. Evaluation

   Each group or individual presents their advertisement project to the class. The teacher and peers provide constructive feedback regarding the content, language, and design quality.

7. Publishing

   Students revise their work based on feedback and submit the final version of their advertisement text designed using Canva.

8. Follow-up tasks

   The teacher discusses common strengths and weaknesses found across the class's advertisement texts, reinforcing key language features for future writing tasks(Hyland, 2003).

This teaching process supports not only students' writing development but also their creativity and digital literacy, as it requires them to combine persuasive language with visual design skills throughout each stage. Therefore, using Canva in teaching advertisement text enhances both students' writing performance and their engagement in the learning process.

d. Advantages of Using Canva

Canva provides several advantages in the teaching and learning process:

1. Encourages Creativity and Visual Expression

   Students can design content that reflects their ideas visually, which increases their engagement and ownership of learning.

2. Beginner-Friendly Interface

   Canva is easy to use, even for those who have never used graphic design tools before.

3. Boosts Learning Motivation

   The colourful and modern templates provided by Canva make writing tasks more fun and less intimidating.

4. Supports Project-Based Learning
   Canva allows students to produce various media such as posters, infographics, and brochures as part of group or individual projects(Yundayani, 2019).

Therefor Canva offers various benefits such as promoting visual creativity, increasing student engagement, and supporting collaborative projects. These advantages align well with the principles of Project-Based Learning, making Canva a suitable tool for developing students' skills in writing functional texts. However, challenges like internet dependence and limited free features may hinder its full implementation, especially in under-resourced educational settings.

e. Disadvantages of using Canva

Despite the many advantages, Canva also has some limitations. According to Muhsin there are two main disadvantages:

1. Requires a Stable Internet Connection
   Since Canva is an online-based tool, students need continuous internet access to use it effectively. This becomes a barrier in areas with limited connectivity.
2. Limited Access to Premium Features
   Many attractive elements like icons, fonts, and templates are only available in the paid version, which may restrict creativity for users with free accounts(Muhsin, n.d.).

While Canva offers innovative tools for enhancing student engagement and creativity, its effectiveness as a learning media in project-based functional text writing is influenced by several external factors. Issues like internet dependence, limited access to features, potential distraction, and digital skill gaps need to be considered carefully by educators. These disadvantages do not negate Canva’s usefulness but highlight the importance of providing appropriate support, infrastructure, and supervision to maximize its potential in classroom settings.

6. Project Based Learning as a Learning Model

a. Definition of Project Based Learning

According to Thomas Project-Based Learning is a model that organizes learning around projects. Projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations(Thomas & Ph, 2000). These definitions highlight the importance of authenticity, autonomy, and active engagement in the PBL process. This approach aligns well with the use of Canva, where students can collaboratively design and produce advertisement texts as tangible project outcomes. Canva enables them to creatively apply language skills while exploring layout, colour, and visual communication, which enhances both the process and product of their project.

Project-based learning (PBL) enhances deep collaborative multidisciplinary learning, engages learners in authentic practices, and builds an iterative culture where learners always prototype, reflect, redesign, revise, and evaluate, which are considered the core practices of PBL(Tsybulsky, 2021). With its focus on meaningful learning experiences, PBL empowers students to take ownership of their learning journey and prepares them to navigate future academic and professional challenges.

In this study, the researcher implemented Project-Based Learning (PBL) in the experimental class by integrating Canva as the main learning media and in the control class by using posters as the learning media. Students create advertisement texts through several project stages, including identifying the topic, planning the advertisement, designing the product

using Canva, presenting their work, and receiving feedback from the teacher. Through this learning process, students were actively involved in collaboration, problem-solving, and creativity while improving their writing skills. Therefore, Project-Based Learning was considered appropriate to support the use of Canva in enhancing students' ability to write advertisement texts

b. Procedure of Project Based Learning

Project-Based Learning (PBL) involves a structured set of steps that guide students from posing a problem to presenting a solution. The process is student-cantered and emphasizes inquiry, collaboration, and the creation of authentic products.

According to Thomas PBL consists of several essential stages that support meaningful learning experiences.

1. Starting with a Driving Question
   students identify the purpose and target audience of the advertisement text, shaping the persuasive angle of their writing.
2. Planning the Project use Canva
   students begin outlining the structure and key selling points of their advertisement, forming the initial framework of the written text.
3. Conducting Research and Investigation
   students collect product information and persuasive vocabulary that was later be used in composing the advertisement text.
4. Developing the Product
   the core drafting stage, where students write and revise the actual content of their advertisement text.
5. Presenting the Results
   requires students to read and justify their written text, reinforcing clarity and persuasive effectiveness.

6. Reflecting on the Learning Process
   students evaluate their own writing process, identifying strengths and weaknesses for future improvement. (Thomas & Ph, 2000).

Project-Based Learning (PBL) provides students with opportunities to develop critical thinking, collaboration, creativity, and problem-solving skills through project activities. In this study, these stages were implemented in both classes, while different learning media were used to support the project activities. Canva was used in the experimental class, whereas posters were used in the control class

c. Advantages of using Project-Based Learning

Project-Based Learning (PBL) offers a variety of advantages that support active, meaningful, and student-centered learning. It helps students become more engaged, independent, and skilled in applying knowledge to real-life situations. According to Ferwati et al. PJBL has several positive impacts on students' learning outcomes.

1. Increases student motivation and engagement.
2. Enhances critical thinking and problem-solving abilities.
3. Builds collaboration and communication skills.
4. Supports the development of creativity and innovation.
5. Strengthens student responsibility and learning autonomy.
6. Connects classroom learning with real-world applications(Ferwati et al., 2023).

Project-Based Learning (PBL) provides significant benefits by promoting active participation and meaningful learning experiences. It equips students with essential 21st-century skills that prepare them to succeed both academically and in real-world contexts.

d. Disadvantages of using Project-Based Learning

Although Project-Based Learning (PJBL) promotes engagement and real-world problem solving, it also involves significant challenges, especially in online or hybrid settings. Gunawan et al. stated that abrupt transitions to virtual learning environments can cause confusion, coordination issues, and reduced student motivation. These limitations often arise when support systems, teacher facilitation, and technical infrastructure are not fully prepared.

1. Abrupt virtualization disrupts project clarity
   Students and teachers may struggle with understanding how to adapt project goals and processes online.
2. Increased coordination demands
   Online environments require frequent communication and platform management, which can overwhelm participants.
3. Risk of student disengagement
   Without in-person interaction, motivation and accountability may decline.
4. Technical infrastructure dependency
   Successful online PJBL relies on stable internet access and familiarity with digital tools (Gunawan et al., 2022).

Project-Based Learning (PJBL) presents challenges in digital environments, especially when support and infrastructure are lacking. These limitations can hinder student engagement and the smooth execution of projects, reducing the overall effectiveness of the learning experience.

B. Frame of Thinking

Writing an advertisement text requires students to master specific structural and linguistic elements, including the product or service description and persuasive language, while also engaging their creativity to produce clear and attractive content.

However, many tenth-grade students still struggle to develop and organize their ideas into coherent and persuasive advertisement texts. Therefore, students need learning activities that provide opportunities to develop their ideas, practice writing, and create advertisement products.

Canva as media offers an alternative learning medium by allowing students to design, arrange, and visualize advertisement content through templates, images, and layout features before developing their written text. This aligns with the principle that visual representation can support the processing and construction of written language (Mayer, 2009). When integrated within a Project-Based Learning (PjBL) framework, Canva enables students to work collaboratively on authentic advertisement projects, receive feedback, and revise their work through a structured design-and-writing process (Mulyati et al., 2022; Fauziyah et al., 2022). This combination is expected to support students in developing advertisement text structure, persuasive language, motivation, and engagement in the writing process (Yundayani, 2019).

Based on this reasoning, this study assumes that students taught using Canva integrated with Project-Based Learning would demonstrate better advertisement text writing skills than students taught using poster-based Project-Based Learning. This assumption is examined through a quasi-experimental design comparing the writing performance of an experimental class using Canva and a control class using posters. Students' writing skills were assessed using a rubric adapted from Tribble (1996), covering five components: content, organization, vocabulary, language use, and mechanics.

C. Hypothesis

Based on the theoretical framework and previous relevant studies, the hypotheses for this research are formulated as follows:

$H_{a:}$ There is a significant effect of using Canva towards students' writing in advertisement text at the tenth grade of MA Al-Hikmah Bandar Lampung.

H_O: There is no significant effect of using Canva towards students' writing in advertisement text at the tenth grade of MA Al-Hikmah Bandar Lampung.

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A P P E N D I C E S

Appendix 1 Student writing score

Students' Writing score at the Tenth Grade of MA Al- Hikmah Bandar Lampung in the Academic Year of 2024/2025

Class XA

No	Student Code	Gender	Score
1	ANRS	M	73
2	ABS	M	65
3	AS	F	65
4	ARS	M	64
5	AS	F	63
6	AHM.A	M	63
7	DSP	M	63
8	FD	F	63
9	JA	F	65
10	MRAR	M	60
11	MF	F	63
12	MFZ	M	65
13	MI	M	63
14	MAP	F	75
15	NA	F	65
16	NH	F	63
17	RGP	F	65
18	SA	M	65
19	SMO	F	63
20	SAN	F	63
21	TBO	M	80
22	VSR	F	75

Class XB

No	Student Code	Gender	Score
1	AR	M	68
2	AS	M	66
3	AR	F	0
4	AK	M	73
5	AI	F	69

6	AZA	F	66
7	DZI	F	68
8	GAS	M	73
9	JA	F	71
10	MRA	M	67
11	MRA	M	68
12	MZ	M	67
13	MAB	M	69
14	MRR	M	69
15	NQA	F	73
16	NP	F	67
17	NAB	F	0
18	NH	F	70
19	RMF	M	65
20	SRA	F	68
21	SR	F	73
22	SDA	F	67
23	TS	F	70
24	WRR	M	70

Class XC

No	Student code	Gender	Score
1	AR	M	64
2	ADG	F	68
3	AD	F	63
4	ARM	F	64
5	AM	M	60
6	CVA	F	67
7	DR	M	72
8	HFP	F	80
9	LAP	F	70
10	MNSA	F	64
11	MAD	M	63
12	MDR	M	63
13	MZ	M	74

14	SNA	F	63
15	NM	F	73
16	RUA	F	63
17	RA	F	70
18	TM	M	63
19	VA	M	71
20	ZA	F	64

Mengetahui
Guru Mata Pelajaran

NOFVI YANTI, M.Pd

Appendix 2 The Teacher Result in the Preliminary Research

The Result of Interview for English Teacher

Intervewer : Rima Rahmawati
Interviewee : Nofvi Yanti, M.Pd
Day/Date : Friday, 23th Mei 2025
Place : MA-ALHIKMAH Bandar Lampung

No	Question	Teachers` Answer	Conclusion
1	How long have you been teaching English?	Mrs. Nofvi has been teaching English since 2005. Previously, she taught in kindergarten since 1998.	Teacher has been teaching English since 2005.
2	So far, how enthusiastic and active are the students when learning English, especially in writing	Students are enthusiastic, but due to the busy activities of the cottage, their learning power is slightly decreased. When writing, some are enthusiastic, some are confused because of vocabulary.	Students are quite enthusiastic about writing, but there are problems with vocabulary and busy activities.
3	What is the minimum passing grade (KKM) for English and how well do the students achieve it?	KKM 75. Most students are above the KKM, but some are below the KKM.	Most of the students have reached the KKM.
4	Do you use a syllabus and lesson plans (RPP) in your teaching practice?	Yes, using the syllabus and lesson plans for the Merdeka curriculum since two years ago.	Teacher already uses the Merdeka curriculum.

5	Do you use any specific methods or techniques in teaching writing skills? If yes, what methods do you use?	Using audio and audiovisual methods. Students listen, take notes, then practice	Teachers use active and interactive audio/audiovisual-based methods.
6	What challenges do you face in teaching English, particularly writing skills?	Students are still shy and confused about spelling, writing and word meanings	Main obstacles: students' shyness, spelling, and vocabulary
7	What kinds of teaching media do you use, especially when teaching writing skills?	Using audio, audiovisual, laptop, projector. Students find their own media	Teachers use basic digital media, students actively search for media.
8	Have you ever used Canva in teaching writing?	Know Canva, but haven't applied it to students yet	Canva has not yet been implemented for students.
9	What do you know about the Canva application?	Know Canva as a visual design medium.	Teachers recognize Canva, know its functions
10	What is your opinion about using Canva as a media for teaching writing?	Students prefer to choose their own media; teachers give media freedom.	Canva can be an alternative.

Appendix 3 The Result of interview for student in the preliminary Research

Student 1 : Farida Destaria (XA)

No	Questions	Answers	Conclusions
1	What difficulties do you face in writing advertisement text?	I sometimes get confused choosing the right words to make the advertisement attractive and clear.	It can be concluded that the student finds it difficult to choose suitable and persuasive words in writing advertisement text.
2	What kind of media or activity makes you feel more motivated in writing advertisement text?	I like using pictures or videos because they help me imagine the product better.	It can be concluded that the student feels more motivated when visual media are used to support the writing process.

Student 2 : Jesika Aurelia (XB)

No	Questions	Answers	Conclusions
1	What difficulties do you face in writing advertisement text?	I have difficulty organizing the layout and making it look professional. I also struggle with grammar.	It can be concluded that the student has trouble with visual organization and grammar accuracy in advertisement writing.
2	What kind of media or activity makes you feel more	I like when the teacher gives examples using posters or real	It can be concluded that exposure to real

	motivated in writing advertisement text?	advertisements. It gives me ideas.	examples or visual media motivates the student and helps generate writing ideas.

Student 3: Hilma Fitria Pascawati (XC)

No	Questions	Answers	Conclusions
1	What difficulties do you face in writing advertisement text?	Sometimes I don't know what kind of product or message to choose, and I lack confidence in my design	It can be concluded that the student faces challenges in idea generation and confidence when designing advertisement text.
2	What kind of media or activity makes you feel more motivated in writing advertisement text?	Group work and visuals help me more because I can get ideas from my friends and the pictures.	It can be concluded that collaborative activities and visual support boost the student's motivation and creativity.

Appendix 4 CP&ATP

CAPAIAN PEMBELAJARAN

Satuan pendidikan : MA- ALHIKMAH Bandar Lampung
Mata pelajaran : Bahasa Ingris
Fase : E
Kelas : IX (sepuluh)
Tahun Pelajaran : 2025/2026

Element	Capaian Pembelajaran
Menyimak - Berbicara	Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.
Membaca – Memirsa	Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti

	dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks
Menulis – Mempresentasikan	Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

TUJUAN PEMBELAJARAN			ACUAN KEBAHASAAN
NO (Kelas.Sub Keterampilan. Urutan Aktivitas)	**A. MENYIMAK DAN BERBICARA**	**ALOKASI WAKTU**	
10.A.1	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan ungkapan kebutuhan, perasaan, dan sikap (needs, feelings and attitudes) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan personal preference, feelings and emotions serta strategi inisiasi dan	8 JP	**1. TOPIK** • Natural & Social phenomena • Effective learning • Interest, hobby, and Leisure time activites • Digital technology & Social Media Usage in Learning • Indonesia Cultural Diversity • The Physical & Social Environment of Community • Academic & Social Activites • Life styles & Current affairs

	pemertahanan pertuturan)		• Human, Flora & Fauna • Personal History • Biography • Indonesia history • World history **2. FUNGSI** • Asking & giving opinion • Expressing agreement and disagreement • Asking questions to clarify or follow up information • Justifying personal preferences • Expressing needs and feelings • Showing strategies • Promoting • Relaxing • Entertaining • Reporting • Educating • Inviting • Informing **3. TIPE TEKS** • Song
10.A.2	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat (asking & giving opinion) serta menyetujui dan tidak menyetujui (agree & disagree) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan thinking verbs serta strategi inisiasi dan pemertahanan pertuturan)	8 JP	
10.A.3	Mengaplikasikan dan menyimpulkan makna secara	8 JP	

	kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan atau tulis berbentuk lagu dan puisi secara kritis, kreatif dan santun terkait topik kehidupan remaja dengan tingkat kelancaran dan ketepatan yang optimal.		• Poem • Advertisement, Invitation & Announcement • Narrative • Descriptive • Procedure • Recount **4. GRAMATIKA** • Past tenses • Present tenses • Passive forms • Articles (countable & uncountable) • Figurative language • Cohesive devices • Gerunds & Infinitives • Connective words • Thinking verbs to express opinion Sequential words/phrases • Descriptive words • Aspects of literature • Stylistic word • Prepositional phrases and some technical vocabularies to
10.A.4	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10.A.5	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait	8 JP	

	topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.		communicate meaning • Conversational gambits • Intonation, tone, pacing, volume and emphasis to affect meaning. **5. KOSAKATA** • Personality description • Nature description • Art & Cultural issue • Information & Communication Technology • Hardware & software • Things in town, village, mountain, sea, suburb • Habitat • Physical & Social Environment • Food & drink • Life style • Social media • Hobby & Leisure activity • Books & Literature • Shopping, painting, cooking, gardening • Travel & holiday
10.A.6	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk prosedur (procedure) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10.A.7	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk recount secara kritis, kreatif dan santun terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
NO	**B. MEMBACA DAN**	**ALOKASI**	

(Kelas.Sub Keterampilan. Urutan Aktivitas)	MEMIRSA	WAKTU
10.B.1	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP
10.B.2	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya indonesia dengan tingkat	8 JP

- Project research

6. ASESMEN

- Listening & Speaking performances
- Understanding & Constructing conversation
- Reading comprehension

Writing & Presenting performances

7. ALOKASI WAKTU

- **4** JP/Pertemuan (JP: Jam Pelajaran)
- Secara umum tiap tujuan pembelajaran berdurasi 8 JP (2 pertemuan)
- Terdapat 12 JP untuk **teks undangan, iklan, pengumuman** dan **Recount**.
- Total **17** Tujuan pembelajaran

Total JP selama setahun **144 JP**

	kelancaran dan ketepatan yang optimal.		
10.B.3	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk deskriptif (descriptive) secara kritis, kreatif dan jujur terkait topik lingkungan fisik dan sosial masyarakat dengan tingkat kelancaran dan ketepatan yang optimal.	8JP	
10.B.4	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk prosedur (procedure) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10.B.5	Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur	8 JP	

	kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan tingkat kelancaran dan ketepatan yang optimal.		
NO (Kelas.Sub Keterampilan. Urutan Aktivitas)	**C. MENULIS DAN MEMPRESENTASIKAN**	**ALOKASI WAKTU**	
10.C.1	Merancang dan mempresentasikan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan	12 JP	

	ketepatan yang optimal.		
10.C.2	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10.C.3	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks 8 JP secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang	8 JP	

	optimal.		
10.C.4	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk prosedur (procedure) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	8 JP	
10.C.5	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk recount terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	12 JP	

Appendix 5 Lesson Plan Class Experimental

MODUL AJAR BAHASA INGGRIS

ADVERTISEMENT TEXT

INFORMASI UMUM	
A. IDENTITAS MODUL	
1. Nama Penyusun	Rima Rahmawati
2. Instansi	UIN Raden Intan Lampung
3. Sekolah	MA-ALHIKMAH Bandar Lampung
4. Tahun Pelajaran	2024/2025
5. Mata Pelajaran	Bahasa Inggris
6. Kelas/Fase	X(Sepuluh) / E (Experimental)
7. Judul materi	Advertisement -Short Functional text
8. Alokasi Waktu	2JP x 45 Menit (90)
9. Jumlah pertemuan	3 Pertemuan
10. Sarana dan Prasarana	1) Media : LKPD, laptop, handphone, LCD proyektor, jaringan internet, Canva, papan tulis, spidol 2) Sumber Belajar: laman E-Book, video Youtube, Goggle Images, dsb
11. Target peserta didik	Peserta didik regular/ umum kelas X
12. Model Pembelajaran	Project Based Learning

B. CAPAIAN PEMBELAJARAN FASE E
Capaian Umum Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di

fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
ELEMEN
• Menulis – Mempresentasikan (Writing – Presenting) Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital. *By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.*

C. KOMPETENSI INTI
1. Tujuan Pembelajaran
❖ Peserta didik mampu menjelaskan bagian text, unsur kebahasaan dan fungsi sosial dari sebuah teks advertisement. ❖ Peserta didik mampu menelaah informasi rinci terkait teks Advertisement. ❖ Peserta didik Mampu Membuat Sebuah iklan (Produk) dengan memperhatikan bagian text unsur kebhasaan fungsi sosial
2. Pemahaman Bermakna
Setelah mempelajari materi teks Advertisement, peserta didik dapat mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan teks

Advertisement serta mampu membuat teks Advertisement yang sesuai dengan struktur bahasa dan fungsi sosial dengan tepat yang dapat digunakan dalam kehidupan sehari – hari.
3. Pertanyaan pemantik
1. Do you know how to promote a product or to persuade people to buy a product? 2. What is the purpose of the seller turn on the sound based on the audio? 3. Where do you usually hear the sound? 4. What is the categorize of the advertisement about? Is it product? Or is it service?
4. Profil Pelajar Pancasila
1. Gotong royong (Bekerja sama mencari informasi lebih tentang materi teks Advertisement). 2. Mandiri (Melakukan proses brainstorming pada kegiatan awal pembelajaran). 3. Bernalar Kritis (Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari). 4. Kreatif (Membuat teks Advertisement dan memvisualisasikannya dalam bentuk digital).

D. MATERI PEMBELAJARAN
1. Definition of Advertisement An advertisement is a notice, picture, and/or set of words used to inform people about job vacancies or to persuade people to buy a product or use a service. 2. Social Function / Purpose of Advertisement To promote a product tour resort/public service/ art performance job vacancy to the people. 3. The Structures or Elements of Advertisements • The name of the product • The selling points of the product • How to get the product • Interesting design 4. Language Features of Advertisement Use the simple, brief, clear and informative sentence • Use the right words, interesting and polite • To ask people to use the product or service • Not to offend a certain group or other producers 5. Kind of Advertisements • Advertisement of a Public Place (School, University,

Course)
- Advertisement of a Public Service (Laundry. Car Rent, Computer Service**)**
- Advertisement of an Art Performance
- Advertisement on an invitation of a Public Event
- Advertisement of Products (Food, Drink, Medicine, Cosmetics)
- Advertisement of a Job Vacancy (Urgently Required, Most Wanted, Looking for Fresh Graduate, Seeking a Professional

6. The information that we get from advertisements are:
   - Goods/service
   - Varieties
   - Price
   - Time/place
   - Contact number/ email address
   - Selling points promoting words
7. Media of Advertisements
   - Printed medias: Newspaper, Magazine, Tabloid, Poster, etc
   - Electronic medias: Television, Radio, Internet, Social Media, etc.
8. Example of Advertisement Text

1. Bright English Course

- **Improve Your English Skills Today!**

Do you want to communicate confidently in English? Join **Bright English Course** and improve your speaking, listening, reading, and writing skills with experienced teachers. We offer interactive learning activities, modern learning facilities, affordable tuition fees, and flexible class schedules for students of all levels.
Address: Jl. Ahmad Yani No. 15, Bandar Lampung
Phone: 0812-3456-7890
Website: www.brightenglishcourse.com
Register Now and Achieve Your Dream!

2. Fresh Orange Juice

- **Stay Fresh, Stay Healthy!**

Enjoy the natural taste of **Fresh Orange Juice**, made from 100% fresh oranges without preservatives. It is rich in

Vitamin C, refreshing, and perfect for maintaining a healthy lifestyle. Drink it every day and feel the freshness in every sip.
Available at: Fresh Drink Store
Phone: 0813-5678-9012
Price: Rp10.000
Buy Now and Enjoy a Healthy Life!

3. English Festival 2026

- **Show Your Talent and Creativity!**

The English Club proudly presents **English Festival 2026**. Join exciting competitions such as speech, storytelling, poetry reading, and English singing contests. Improve your English skills, gain new experiences, and win attractive prizes.
Date: August 20, 2026
Venue: School Hall
Contact: English Club Committee (0812-9876-5432)
Register Today!

4. City Library

- **Read More, Learn More!**

Visit **City Library**, a comfortable place to read, study, and explore new knowledge. We provide thousands of books, free Wi-Fi, a quiet reading room, and friendly librarians to help you. Enjoy a pleasant learning environment for students and the public.
Address: Jl. Sudirman No. 25
Open: Monday–Saturday, 08.00 a.m.–05.00 p.m.
Phone: 0812-2222-3333
Visit Us Today!

5. English Teacher Needed

- **Join Our Professional Team!**

ABC Language Center is looking for a qualified and enthusiastic **English Teacher**. Applicants should have a Bachelor's Degree in English Education, good communication skills, and a passion for teaching. Experience is preferred, but fresh graduates are welcome to apply.
Send your CV to: hr@abclanguage.com
Phone: 0813-4567-8901
Deadline: August 30, 2026

Apply Now!

6. Smart Bottle

- **Drink Smart, Live Healthy!**

Introducing **Smart Bottle**, an innovative water bottle that reminds you to drink enough water every day. It is made from high-quality BPA-free material, keeps your drinks cold for up to 12 hours, and is available in various attractive colors. Smart Bottle is the perfect companion for school, work, and sports activities.
Available at: Smart Store Indonesia
Phone: 0812-7654-3210
Price: Rp85.000
Get Yours Today!

RENCANA PROSES PEMBELAJARAN (RPP)		
PERTEMUAN 1		
ALUR KEGIATAN	**KEGIATAN PEMBELAJARAN**	**ALOKASI WAKTU**
PENDAHULUAN	- Salam Pembuka - Guru menyapa peserta didik dengan ramah - Guru mengajak peserta didik untuk berdoa bersama - Guru mengecek daftar hadirpeserta didik - Guru menyampaikan tujuan pembelajaran, cakupan materi dan penjelasan kegiatan pembelajaran yang akan dilaksanakan hari ini	**10 Menit**
KEGIATAN INTI	**<u>Orientation</u>** - Guru memberikan Pertanyaan pemantik: a. Pernah lihat iklan di	**70 Menit**

	media sosial? b. Apa yang membuat kamu tertarik?” - Siswa menjawab berdasarkan pengalaman pribadi. - Guru menjelaskan tujuan pembelajaran hari ini. a. “Pernahkah kalian melihat iklan minuman sehat? b. Di mana kalian melihatnya?” **<u>Exploration</u>** - Guru menjelaskan pengertian dan fungsi advertisement text. - .Guru menunjukkan beberapa contoh iklan produk melalui LCD dari berbagai produk (healthy drink, tourism, etc). - Guru Menyoroti Struktur Teks (Headline, Body/Content, Call to Action) dan language features (persuasive words, present tense, adjectives). - Siswa mencatat dan menanyakan bagian yang tidak dipahami. **<u>Demonstration (Using Canva)</u>** - Guru memperkenalkan proyek: “Kamu akan membuat iklan digital menggunakan Canva berdasarkan topik yang dipilih.” - Guru membuka www.canva.com dan menjelaskan: 1) Cara login (menggunakan akun Google). 2) Cara memilih	

	template iklan. 3) Menambahkan teks, gambar, ikon, dan mengganti warna/font. - Guru melakukan **demo langsung** membuat iklan sederhana di Canva. - Siswa mempraktikkan membuka Canva dan mencoba menambahkan teks & gambar. **<u>Project Preparation</u>** - Setiap siswa memilih satu topik advertisement secara individual. - Setiap siswa melakukan brainstorming ide secara individual. - Siswa mengisi worksheet untuk merencanakan isi advertisement, seperti product/event name, headline, description, benefits, persuasive sentences, dan call to action. - Setiap siswa mulai menyusun ide untuk advertisement text secara individual. - Guru membimbing siswa dalam mengembangkan ide.	
PENUTUP	- Guru dan siswa melakukan tanya jawab mengenai materi advertisement dan penggunaan Canva. - Guru dan siswa menyimpulkan materi hari ini. - Guru memberikan arahan bahwa pada pertemuan berikutnya setiap siswa akan	**10 Menit**

	mulai menulis advertisement text menggunakan Canva. - Guru dan siswa menutup kegiatan pembelajaran dengan salam dan berdoa.	

PERTEMUAN 2		
ALUR KEGIATAN	**KEGIATAN PEMBELAJARAN**	**ALOKASI WAKTU**
PENDAHULUAN	- Salam pembuka - Guru menyapa peserta didik dengan ramah - Guru mengajak peserta didik untuk berdoa bersama - Guru mengecek daftar hadirpeserta didik - Guru mengingatkan kembali materi tentang struktur dan language features advertisement text.	**10 Menit**
KEGIATAN INTI	**<u>Review & Orientation</u>** - Guru meninjau kembali struktur advertisement text. - Guru memberikan pertanyaan pemantik: “What should be included in an advertisement to make it interesting and persuasive?” **<u>Individual Writing Activity</u>** - Guru meminta setiap siswa menyusun draft	**70 Menit**

	advertisement text secara individual berdasarkan topik yang telah dipilih. - Siswa menulis **headline atau slogan**. - Siswa menulis **product/event description**. - Siswa menulis **benefits atau selling points**. - Siswa menulis **persuasive sentences**. - Siswa menulis **call to action**. - Guru membimbing siswa menggunakan guiding questions. **<u>Writing through Canva</u>** - Setiap siswa membuka Canva secara individual. - Siswa memilih template advertisement yang sesuai dengan topiknya. - Siswa memasukkan **hasil tulisan mereka sendiri** ke dalam Canva. - Siswa mengembangkan dan menyesuaikan headline, description, benefits, dan persuasive sentences pada desain mereka. - Guru membimbing siswa dalam mengembangkan isi advertisement text, bukan hanya desain visualnya. **Review and Revision**	

	- Siswa membaca kembali advertisement text yang telah dibuat di Canva. - Siswa memperbaiki vocabulary, grammar, sentence structure, punctuation, dan capitalization. - Guru memberikan feedback terhadap tulisan siswa. - Siswa merevisi advertisement text berdasarkan feedback	
PENUTUP	- Siswa menyampaikan kendala yang dihadapi selama menulis menggunakan Canva. - Guru memberikan feedback singkat terhadap proses writing siswa. - Guru mengingatkan siswa untuk melanjutkan proses revisi pada pertemuan berikutnya. - Guru dan siswa menyimpulkan kegiatan pembelajaran. - Guru dan siswa menutup kegiatan dengan salam dan berdoa	**10 Menit**

PERTEMUAN 3		
ALUR KEGIATAN	**KEGIATAN PEMBELAJARAN**	**ALOKASI WAKTU**
PENDAHULUAN	- Guru menyapa peserta didik dengan ramah. - Guru mengajak peserta	**10 Menit**

	didik untuk berdoa bersama. - Guru mengecek daftar hadir peserta didik. - Guru mengulas kembali struktur dan unsur kebahasaan advertisement text. - Guru menjelaskan tujuan kegiatan hari ini, yaitu merevisi dan menyelesaikan individual advertisement menggunakan.	
KEGIATAN INTI	**<u>Review and Revision</u>** - Guru memberikan checklist untuk mengevaluasi advertisement text siswa. - Setiap siswa memeriksa kembali hasil tulisannya secara individual. - Siswa mengevaluasi **content, organization, vocabulary, language, dan mechanics**. - Siswa memastikan advertisement memiliki headline, description, benefits/selling points, dan call to action. **<u>Developing the Product through Canva</u>** - Siswa membuka kembali individual advertisement mereka di Canva. - Siswa merevisi dan mengembangkan advertisement text	**70 Menit**

	berdasarkan feedback dari guru. - Siswa memperbaiki kata atau kalimat yang kurang tepat. - Siswa menambahkan informasi apabila advertisement text belum lengkap. - Siswa mengatur teks dalam desain Canva agar informasi mudah dibaca dan menarik. - **Finalizing the Individual Product** - Setiap siswa menyelesaikan individual digital advertisement menggunakan Canva. - Guru memantau proses penyelesaian dan memberikan feedback akhir terhadap tulisan siswa - Setiap siswa mengumpulkan hasil individual advertisement. - **Sharing and Reflection** - Beberapa siswa dapat membagikan hasil advertisement mereka kepada kelas. - Guru dan siswa memberikan feedback singkat terhadap hasil pekerjaan. - Siswa melakukan refleksi mengenai proses menulis dan menggunakan Canva. -	

PENUTUP	- Guru dan siswa melakukan diskusi singkat: “What did you learn from creating an advertisement using Canva?” - Guru memberikan apresiasi kepada siswa atas hasil individual advertisement yang telah dibuat - Guru menyimpulkan kegiatan pembelajaran. - Guru dan siswa menutup kegiatan pembelajaran dengan salam dan berdoa.	**10 Menit**

PENILAIAN

Aspect	**Description**	**Score**
Content	Isi sesuai dengan tujuan iklan (persuasif, sesuai produk/jasa)	15
Organization	Struktur teks logis (headline, body, call-to-action)	**15**
Vocabulary	Penggunaan kosa kata persuasif yang tepat	**15**
Language use	Akurasi tata bahasa dan kejelasan kalimat	**30**
mechanics	Penggunaan tanda baca dan ejaan yang benar	**10**
Visual Design	Tata letak, kesesuaian gambar-teks,	**20**

	pemilihan warna & font di Canva	
Collaboration	Partisipasi aktif dan kerja sama kelompok selama proses pembuatan project	**10**
Total		**100**

Mengetahui
Guru Mata Pelajaran

NOFVI YANTI, M.PD

Bandar Lampung 2025
Mahasiswa Peneliti

RIMA RAHMAWATI
NPM. 2111040088

Appendix 6 Lesson Plan Class Control

MODUL AJAR BAHASA INGGRIS

ADVERTISEMENT TEXT

INFORMASI UMUM	
A. IDENTITAS MODUL	
1. Nama Penyusun	Rima Rahmawati
2. Instansi	UIN Raden Intan Lampung
3. Sekolah	MA-ALHIKMAH Bandar Lampung
4. Tahun Pelajaran	2024/2025
5. Mata Pelajaran	Bahasa Inggris
6. Kelas/Fase	X(Sepuluh) / E (Kontrol)
7. Judul materi	Advertisement -Short Functional text
8. Alokasi Waktu	2JP x 45 Menit (90)
9. Jumlah pertemuan	3 Pertemuan
10. Sarana dan Prasarana	3) Media : LKPD, laptop, handphone, Poster, papan tulis, spidol 4) Sumber Belajar: laman E-Book, video Youtube, Goggle Images, dsb
11. Target peserta didik	Peserta didik regular/ umum kelas X
12. Model Pembelajaran	Project Based Learning

B. CAPAIAN PEMBELAJARAN FASE E
Capaian Umum Pada akhir Fase E, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika

memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
ELEMEN
• Menulis – Mempresentasikan (Writing – Presenting) Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital. *By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.*

C. KOMPETENSI INTI
1. Tujuan Pembelajaran
❖ Peserta didik mampu menjelaskan bagian text, unsur kebahasaan dan fungsi sosial dari sebuah teks advertisement. ❖ Peserta didik mampu menelaah informasi rinci terkait teks Advertisement. ❖ Peserta didik Mampu Membuat Sebuah iklan (Produk) dengan memperhatikan bagian text unsur kebhasaan fungsi sosial
2. Pemahaman Bermakna
Setelah mempelajari materi teks Advertisement, peserta didik dapat mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan teks Advertisement serta mampu membuat teks Advertisement yang sesuai dengan struktur bahasa dan fungsi sosial dengan tepat yang dapat digunakan dalam kehidupan sehari – hari.

3. Pertanyaan pemantik
1. Do you know how to promote a product or to persuade people to buy a product? 2. What is the purpose of the seller turn on the sound based on the audio? 3. Where do you usually hear the sound? 4. What is the categorize of the advertisement about? Is it product? Or is it service?
4. Profil Pelajar Pancasila
1. Gotong royong (Bekerja sama mencari informasi lebih tentang materi teks Advertisement). 2. Mandiri (Melakukan proses brainstorming pada kegiatan awal pembelajaran). 3. Bernalar Kritis (Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari). 4. Kreatif (Membuat teks Advertisement dan memvisualisasikannya dalam bentuk digital).
D. MATERI PEMBELAJARAN
1. Definition of Advertisement An advertisement is a notice, picture, and/or set of words used to inform people about job vacancies or to persuade people to buy a product or use a service. 2. Social Function / Purpose of Advertisement To promote a product tour resort/public service/ art performance job vacancy to the people. 3. The Structures or Elements of Advertisements • The name of the product • The selling points of the product • How to get the product • Interesting design 4. Language Features of Advertisement Use the simple, brief, clear and informative sentence • Use the right words, interesting and polite • To ask people to use the product or service • Not to offend a certain group or other producers 5. Kind of Advertisements • Advertisement of a Public Place (School, University, Course) • Advertisement of a Public Service (Laundry. Car Rent, Computer Service**)** • Advertisement of an Art Performance

- Advertisement on an invitation of a Public Event
- Advertisement of Products (Food, Drink, Medicine, Cosmetics)
- Advertisement of a Job Vacancy (Urgently Required, Most Wanted, Looking for Fresh Graduate, Seeking a Professional

6. The information that we get from advertisements are:
    - Goods/service
    - Varieties
    - Price
    - Time/place
    - Contact number/ email address
    - Selling points promoting words
7. Media of Advertisements
    - Printed medias: Newspaper, Magazine, Tabloid, Poster, etc
    - Electronic medias: Television, Radio, Internet, Social Media, etc.

8. Example of Advertisement Text

1. Bright English Course

Improve Your English Skills Today!

Do you want to communicate confidently in English? Join **Bright English Course** and improve your speaking, listening, reading, and writing skills with experienced teachers. We offer interactive learning activities, modern learning facilities, affordable tuition fees, and flexible class schedules for students of all levels.

Address: Jl. Ahmad Yani No. 15, Bandar Lampung

Phone: 0812-3456-7890

Website: www.brightenglishcourse.com

Register Now and Achieve Your Dream!

2. Fresh Orange Juice

Stay Fresh, Stay Healthy!

Enjoy the natural taste of **Fresh Orange Juice**, made from 100% fresh oranges without preservatives. It is rich in Vitamin C, refreshing, and perfect for maintaining a healthy lifestyle. Drink it every day and feel the freshness in every sip.

Available at: Fresh Drink Store

Phone: 0813-5678-9012
Price: Rp10.000
Buy Now and Enjoy a Healthy Life!

3. English Festival 2026
Show Your Talent and Creativity!
The English Club proudly presents **English Festival 2026**. Join exciting competitions such as speech, storytelling, poetry reading, and English singing contests. Improve your English skills, gain new experiences, and win attractive prizes.
Date: August 20, 2026
Venue: School Hall
Contact: English Club Committee (0812-9876-5432)
Register Today!

4. City Library
Read More, Learn More!
Visit **City Library**, a comfortable place to read, study, and explore new knowledge. We provide thousands of books, free Wi-Fi, a quiet reading room, and friendly librarians to help you. Enjoy a pleasant learning environment for students and the public.
Address: Jl. Sudirman No. 25
Open: Monday–Saturday, 08.00 a.m.–05.00 p.m.
Phone: 0812-2222-3333
Visit Us Today!

5. English Teacher Needed
Join Our Professional Team!
ABC Language Center is looking for a qualified and enthusiastic **English Teacher**. Applicants should have a Bachelor's Degree in English Education, good communication skills, and a passion for teaching. Experience is preferred, but fresh graduates are welcome to apply.
Send your CV to: hr@abclanguage.com
Phone: 0813-4567-8901
Deadline: August 30, 2026
Apply Now!

6. Smart Bottle
Drink Smart, Live Healthy!
Introducing **Smart Bottle**, an innovative water bottle that

reminds you to drink enough water every day. It is made from high-quality BPA-free material, keeps your drinks cold for up to 12 hours, and is available in various attractive colors. Smart Bottle is the perfect companion for school, work, and sports activities.
Available at: Smart Store Indonesia
Phone: 0812-7654-3210
Price: Rp85.000
Get Yours Today!

RENCANA PROSES PEMBELAJARAN (RPP)		
PERTEMUAN 1		
ALUR KEGIATAN	**KEGIATAN PEMBELAJARAN**	**ALOKASI WAKTU**
PENDAHULUAN	- Salam pembuka - Guru menyapa peserta didik dengan ramah - Guru mengajak peserta didik untuk berdoa bersama - Guru mengecek daftar hadirpeserta didik - Guru menyampaikan tujuan pembelajaran, cakupan materi dan penjelasan kegiatan pembelajaran yang akan dilaksanakan hari ini	**10 Menit**
KEGIATAN INTI	**<u>Orientation</u>** - Guru memotivasi siswa dengan pertanyaan pemantik: “Apa iklan yang sering kamu lihat di sekitar sekolah?” - Guru menunjukkan 3–5 gambar iklan cetak	**70 Menit**

	(produk minuman, makanan, event sekolah, dll) dan menempel di papan tulis - Siswa mengamati dan menyebutkan ciri-ciri iklan. **<u>Exploration and Observation</u>** - Guru menjelaskan pengertian dan social function of advertisement text - Guru menjelaskan berbagai jenis advertisement. - Guru menjelaskan struktur advertisement, seperti: • Headline • Product or Service Information • Selling Points or Benefits • Contact Information • Call to Action - Guru menjelaskan language features yang biasa digunakan dalam advertisement, seperti persuasive words, adjectives, simple present tense, dan imperative sentences. - Siswa mengamati kembali poster yang diberikan dan mengidentifikasi bagian-bagian advertisement tersebut. - Siswa mencatat informasi penting yang terdapat dalam poster.	

	- Guru dan siswa mendiskusikan hasil pengamatan bersama-sama. **<u>Project Introduction</u>** - Guru memperkenalkan proyek pembelajaran tentang advertisement. - Guru menjelaskan driving question: **"How can we develop an interesting advertisement based on the information and visual examples that we observe?"** - Guru membagi siswa ke dalam kelompok untuk melakukan kegiatan proyek. - Setiap kelompok mendapatkan beberapa poster atau contoh advertisement sebagai media pembelajaran. - Siswa mengamati dan mendiskusikan poster yang diberikan. - Siswa mengidentifikasi produk atau layanan, tujuan, target audience, informasi penting, dan daya tarik dari poster	

	tersebut. **<u>Planning the Project</u>** - Setiap kelompok mulai merencanakan proyek advertisement mereka. - Siswa menentukan topik yang akan dikembangkan dalam proyek, misalnya healthy drink, snack or food product, tourism destination, English course, atau school event. - Siswa mendiskusikan konsep proyek berdasarkan hasil pengamatan terhadap poster. - Siswa menentukan informasi apa saja yang diperlukan dalam proyek advertisement. - Guru membimbing siswa dalam merencanakan proyek dan memberikan arahan apabila siswa mengalami kesulitan. - Siswa menyampaikan hasil perencanaan awal proyek mereka secara singkat kepada guru.	
PENUTUP	- Guru mengulas kembali struktur teks iklan, memberikan umpan balik. - Guru dan siswa menyimpulkan materi hari ini. - Guru dan siswa menutup kegiatan pembelajaran dengan salam dan berdoa.	**10 Menit**

PERTEMUAN 2		
ALUR KEGIATAN	**KEGIATAN PEMBELAJARAN**	**ALOKASI WAKTU**
PENDAHULUAN	- Guru menyapa peserta didik dengan ramah. - Guru mengajak peserta didik untuk berdoa bersama. - Guru mengecek daftar hadir peserta didik. - Guru mengingatkan kembali materi tentang advertisement text yang telah dipelajari pada pertemuan sebelumnya. - Guru mengulas kembali struktur dan language features of advertisement text. - Guru mengingatkan kembali proyek yang telah direncanakan oleh siswa pada pertemuan sebelumnya. Guru menyapa peserta didik dengan ramah.	**10 Menit**
KEGIATAN INTI	- **Review and Orientation** - Guru menampilkan kembali beberapa poster advertisement sebagai media pembelajaran. - Siswa mengamati poster dan mengingat kembali informasi yang terdapat dalam advertisement. - Guru memberikan pertanyaan kepada siswa: • “What makes this	**70 Menit**

	advertisement interesting?” • “What information can you find in this advertisement?” • “Who is the target audience?” • “Why do you think people are interested in this advertisement?” - Guru dan siswa mendiskusikan jawaban berdasarkan poster yang diamati. **Exploring the Poster** - Guru memberikan beberapa contoh poster advertisement kepada setiap kelompok. - Siswa mengamati poster yang diberikan secara lebih detail. - Siswa mengidentifikasi: • The product or service • The purpose of the advertisement • The target audience • The important information • The selling points • The visual elements - Siswa mendiskusikan bagaimana gambar, informasi, dan bahasa digunakan dalam poster untuk menarik perhatian pembaca. - Guru membimbing siswa dalam proses pengamatan dan diskusi.	

	Developing the Project - Siswa kembali kepada kelompok proyek yang telah dibentuk. - Setiap kelompok mengembangkan konsep proyek advertisement berdasarkan topik yang telah dipilih pada pertemuan sebelumnya. - Siswa mendiskusikan: • What product or service will be promoted? • Who is the target audience? • What information should be included? • What makes the product or service interesting? • What visual elements are suitable for the project? - Siswa menggunakan poster sebagai media dan referensi untuk membantu mengembangkan ide proyek. **Project Investigation** - Siswa mencari dan mengumpulkan informasi yang diperlukan untuk proyek advertisement mereka. Siswa menentukan informasi utama yang akan digunakan dalam proyek, seperti nama produk atau layanan,	

	keunggulan, manfaat, harga, tempat, atau informasi kontak. - Siswa mendiskusikan pembagian tugas dalam kelompok untuk mengembangkan proyek. - Guru memantau kegiatan siswa dan memberikan bimbingan selama proses proyek berlangsung. **Project Development and Discussion** - Siswa mulai menyusun konsep hasil proyek advertisement berdasarkan informasi yang telah dikumpulkan. - Siswa mendiskusikan bagaimana informasi tersebut dapat disampaikan dengan menarik kepada target audience. - Siswa mengembangkan ide proyek berdasarkan hasil pengamatan poster dan diskusi kelompok. - Guru memberikan feedback terhadap perkembangan proyek setiap kelompok. - Siswa memperbaiki atau melengkapi konsep proyek berdasarkan masukan dari guru. - Setiap kelompok menyampaikan perkembangan proyek mereka secara singkat kepada guru atau	

	kelompok lain.	
PENUTUP	- Guru memberikan refleksi tentang pentingnya bahasa persuasif dan visual menarik dalam iklan. - Guru dan siswa menyimpulkan materi hari ini. . - Guru dan siswa menutup kegiatan pembelajaran dengan salam dan berdoa.	**10 Menit**

PERTEMUAN 3		
ALUR KEGIATAN	**KEGIATAN PEMBELAJARAN**	**ALOKASI WAKTU**
PENDAHULUAN	- Salam pembuka - Guru menyapa peserta didik dengan ramah - Guru mengajak peserta didik untuk berdoa bersama - Guru mengecek daftar hadirpeserta didik - Guru menyapa siswa dan mengulas kembali isi teks iklan dari pertemuan sebelumnya.	**10 Menit**
KEGIATAN INTI	- **Review and Project Orientation** - Guru menampilkan kembali beberapa poster advertisement sebagai media pembelajaran.	**70 Menit**

	- Siswa mengamati kembali poster dan membandingkannya dengan konsep proyek yang telah mereka kembangkan. - Guru memberikan pertanyaan kepada siswa: • "Is the information in your project complete?" • "Is your advertisement interesting for the audience?" • "What can you improve in your project?" - Guru dan siswa mendiskusikan kembali hal-hal penting yang harus diperhatikan dalam sebuah advertisement project. **Project Development and Completion** - Siswa kembali bekerja dalam kelompok untuk melanjutkan proyek advertisement mereka. - Siswa melengkapi bagian-bagian proyek yang masih belum selesai. - Siswa memperbaiki informasi berdasarkan hasil diskusi dan feedback dari guru pada pertemuan sebelumnya. - Siswa memastikan proyek mereka memiliki informasi yang diperlukan, seperti: • Product or service	

	• Target audience • Important information • Selling points • Supporting visual elements • Call to action - Siswa menggunakan poster sebagai media visual untuk membantu mengevaluasi kelengkapan dan daya tarik proyek mereka. - Guru berkeliling untuk memantau perkembangan setiap kelompok dan memberikan arahan apabila terdapat bagian proyek yang belum sesuai. **Project Presentation** - Setelah proyek selesai, setiap kelompok menunjukkan hasil proyek advertisement mereka kepada kelompok lain atau di depan kelas. - Siswa menjelaskan secara singkat: • What is your project about? • What product or service do you promote? • Who is the target audience? • Why is your advertisement interesting? - Kelompok lain memberikan tanggapan	

	dan feedback sederhana terhadap hasil proyek yang ditampilkan. - Guru memberikan feedback terhadap proses dan hasil proyek siswa. **Project Evaluation and Reflection** - Guru mengajak siswa mengevaluasi proses pembelajaran dan proyek yang telah dilakukan. - Siswa mendiskusikan pengalaman mereka selama mengembangkan proyek advertisement. - Guru memberikan beberapa pertanyaan refleksi: • "What did you learn from this project?" • "What difficulties did you face?" • "How did the poster help you understand advertisement?" - Siswa menyampaikan hasil refleksi secara lisan. - Guru memberikan apresiasi kepada siswa atas partisipasi mereka selama proses proyek.	
PENUTUP	- Guru dan siswa menyimpulkan materi dan kegiatan pembelajaran yang telah dilakukan selama tiga pertemuan.	**10 Menit**

	- Guru memberikan feedback umum terhadap proses proyek siswa. - Guru mengingatkan kembali materi penting tentang advertisement text. - Guru memberikan apresiasi kepada siswa atas partisipasi dan kerja sama selama kegiatan proyek. - Guru dan siswa menutup kegiatan pembelajaran dengan salam dan berdoa.	

PENILAIAN

Aspect	**Description**	**Score**
Content	Isi sesuai dengan tujuan	20
Organization	Akurasi dalam penggunaan ide dan kalimat pendukung dalam paragraf	**20**
Vocabulary	Penggunaan kosa kata yang benar	**20**
Language use	Akurasi dalam tata bahasa, dan kejelasan , sehingga kalimat menjadi efektif dan mudah di mengerti	**30**
mechanics	Penggunaan tanda baca yang benar	**10**
Total		**100**

Mengetahui
Guru Mata Pelajaran

NOFVI YANTI, M.PD

Bandar Lampung 2025
Mahasiswa Peneliti

RIMA RAHMAWATI
NPM. 2111040088

Appendix 7 Instrument of Pre- Test

Instrument of Pre -Test

Name :
Class :
Skill : Writing
Time Allocation : 2 x 30 Minutes

Directions:

1. Write your name and class on paper.
2. Use Your time effectively
3. Work individually

Instructions:

1. Choose one of Three topics below:
    - A Healthy Drink
    - A Tourism Destination
    - A Snack or Food Product
2. Write an Advertisement text in English based on the topic you choose by combining the elements of an advertisement text: Product/event name, slogan, benefits,short description, and invitation
3. Use appropriate structure and language features of the advertisement (persuasive language, short and catchy phrases, adjectives, imperatives, etc).
4. Your text will be measure by five aspects of writing are content, organization, vocabulary, language and mechanics

Appendix 8 Instrument of Post-Test

Instrument of Post-Test

Name :
Class :
Skill : Writing
Time Allocation : 2 x 30 Minutes

Directions:

1. Write your name and class on paper.
2. Use Your time effectively.
3. Work individually.

Instructions:

1. Choose one of Three topics below:
    a. An English Course
    b. A School Event
    c. A New Product You Invent
2. Write an advertisement text in English based on the topic you choose by combining the elements of an advertisement text: Product/event name, slogan, benefits, short description, and invitation
3. Use appropriate structure and language features of the advertisement (persuasive language, short and catchy phrases, adjectives, imperatives, etc).
4. Your text will be measure by five aspects of writing are content, organization, vocabulary, language and mechanics

Appendix 9 Instrument Readability of the writing Test

Scale	**Description**
1	Easy
10	Very Difficult

Based on the instrument of essay writing test, please answer the following questions.

No	Question	Yes	No	Scale 1-10	Comments
1	Apakah anda paham dengan petunjuk (direction) poin no 1?				
2	Apakah anda paham dengan petujuk (Direction) point no 2?				
3	Apakah anda paham dengan petunjuk (Direction) Point no 3?				
4	Apakah anda paham dengan petunjuk (Intructions) poin no 1?				
5	Apakah anda paham dengan petunjuk (Intructions) poin no 2?				
6	Apakah anda paham dengan petunjuk (Intructions) poin no 3?				
7	Apakah anda paham dengan petunjuk (Intructions) poin no 4?				

Appendix 10 Result of Readability of the Writing

NO	CODE	SCALE							TOTAL	AVERAGE
		Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7		
1	S1	1	1	1	2	1	2	1	9	1,3
2	S2	1	1	1	2	2	1	1	9	1,3
3	S3	1	1	1	3	3	1	2	12	1,7
4	S4	1	1	1	2	2	2	1	10	1,4
5	S5	1	1	1	1	2	1	1	8	1,1
6	S6	1	1	1	2	2	3	1	11	1,6
7	S7	1	1	1	1	1	2	1	8	1,1
8	S8	1	1	1	2	1	2	2	10	1,4
9	S9	1	1	1	2	3	3	1	12	1,7
10	S10	1	1	1	1	2	1	2	9	1,3
11	S11	1	1	1	2	2	2	1	10	1,4
12	S12	1	1	1	2	3	1	2	11	1,6
13	S13	1	1	1	1	2	2	1	9	1,3
14	S14	1	1	1	2	2	3	2	12	1,7
15	S15	1	1	1	2	2	2	1	10	1,4
16	S16	1	1	1	1	1	2	1	8	1,1
17	S17	1	1	1	2	3	3	1	12	1,7
18	S18	1	1	1	2	2	2	2	11	1,6
19	S19	1	1	1	1	2	2	1	9	1,3
20	S20	1	1	1	2	2	3	2	12	1,7
21	S21	1	1	1	2	2	2	1	10	1,4
22	S22	1	1	1	2	3	2	1	11	1,6
23	S23	1	1	1	1	2	1	1	8	1,1
24	S24	1	1	1	2	2	2	1	10	1,4
TOTAL										34,4
MEAN										1,4

According to Kouame's research findings, if the mean score of all items of the instrument text is below 4.46, the instrument is considered easy to read and understand by readers or test participants. Because the mean item score in this writing test instrument is 1,4 which is well below 4.46, it can be concluded that the instrument was readable and understandable.

Appendix 11 Result of the Students' Score of Writing Pre-Test in Experimental Class

NO	CODE	CONTENT		ORGANIZATION		VOCABULARY		LANGUAGE		MECHANICS		TOTAL		AVERAGE
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	A1	11	11	11	11	10	10	11	11	4	4	47	47	47
2	A2	12	12	12	11	12	12	13	12	4	5	53	52	53
3	A3	11	12	11	11	11	11	12	12	4	4	49	50	50
4	A4	10	10	11	11	12	11	11	12	4	4	48	48	48
5	A5	12	12	12	11	13	12	13	13	5	5	55	53	54
6	A6	11	10	10	10	11	10	11	11	4	4	47	45	46
7	A7	12	11	11	10	11	12	13	13	4	5	51	51	51
8	A8	11	12	11	11	11	11	11	11	5	4	49	49	49
9	A9	11	11	10	10	10	11	12	11	4	4	47	47	47
10	A10	12	12	12	12	12	12	13	12	5	5	54	53	54
11	A11	14	13	15	14	14	13	14	13	5	5	62	58	60
12	A12	13	14	13	13	13	12	13	14	5	5	57	58	58
13	A13	14	14	14	14	15	14	14	14	5	5	62	61	62
14	A14	13	14	14	13	14	13	14	14	5	5	60	59	60
15	A15	12	13	12	12	13	12	13	13	5	4	55	54	55
16	A16	11	10	10	11	10	10	11	11	4	4	46	46	46
1	A	1	1	14	15	15	14	1	1	5	5	6	6	63

7	17	4	4					5	4			3	2	
18	A18	13	12	12	12	12	12	13	13	4	4	54	53	54
19	A19	12	12	11	11	12	11	12	13	4	4	51	51	51
20	A20	10	11	11	12	11	11	13	12	4	4	49	50	50
21	A21	11	12	10	10	11	11	12	11	4	4	48	48	48
22	A22	11	11	12	12	12	13	13	13	4	4	52	53	53
23	A23	13	13	12	12	13	12	12	13	5	5	55	55	55
24	A24	13	12	13	12	12	12	13	12	4	5	55	53	54
25	A25	10	11	10	10	10	10	11	10	4	4	45	45	45

R1= The Researcher
R2 = The Teacher

Appendix 12 Result of the Students' Score of Writing Post-Test in Experimental Class

NO	CODE	CONTENT		ORGANIZATION		VOCABULARY		LANGUAGE		MECHANICS		TOTAL		AVERAGE
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	A1	16	16	16	15	16	16	22	22	7	7	77	76	77
2	A2	18	17	17	17	17	17	25	25	8	8	85	84	85
3	A3	17	17	16	16	16	16	22	22	7	7	78	78	78
4	A4	18	18	17	17	18	17	25	25	8	8	86	85	86
5	A5	17	17	16	16	17	17	22	23	7	7	79	80	80
6	A6	18	17	17	17	18	17	24	24	7	8	84	83	84
7	A7	18	17	17	17	18	17	23	23	8	7	84	81	83
8	A8	17	18	17	17	17	18	24	23	7	8	82	84	83
9	A9	16	17	16	15	16	16	21	20	7	7	76	75	76
10	A10	17	18	17	17	17	18	23	24	8	7	82	84	83
11	A11	18	17	17	17	18	17	24	23	8	8	85	82	84
12	A12	17	17	17	17	16	16	21	20	7	7	78	77	78
13	A13	18	18	18	17	17	17	25	24	8	7	86	83	85
14	A14	18	18	17	17	18	18	26	25	8	8	87	86	87
15	A15	17	17	18	17	18	17	23	23	7	8	83	82	83
16	A16	17	17	16	16	17	17	22	21	7	7	79	78	79
17	A17	18	18	18	18	18	18	27	26	8	8	89	88	89

18	A18	18	18	17	17	18	17	24	24	7	7	84	83	84
19	A19	17	17	17	17	17	18	23	24	8	7	82	83	83
20	A20	18	17	17	17	18	17	23	23	7	7	83	81	82
21	A21	17	17	17	16	16	17	21	21	7	7	78	78	78
22	A22	17	17	17	17	17	17	23	22	7	7	81	80	81
23	A23	17	17	17	17	17	16	22	23	7	7	80	80	80
24	A24	18	18	17	17	18	17	24	24	8	8	85	84	85
25	A25	17	17	16	16	17	16	21	21	7	7	78	77	78

R1= The Researcher

R2 = The Teacher

Appendix 13 Result of the Students' Score of Writing Pre-Test in control Class

NO	CODE	CONTENT		ORGANIZATION		VOCABULARY		LANGUAGE		MECHANICS		TOTAL		AVERAGE
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	A1	14	13	12	12	13	13	15	15	5	5	59	58	59
2	A2	13	14	12	12	13	13	14	14	5	5	57	58	58
3	A3	12	11	11	11	13	12	13	13	4	4	53	51	52
4	A4	14	14	12	12	14	13	15	15	5	5	60	59	60
5	A5	13	14	12	12	15	14	14	15	5	5	59	60	60
6	A6	13	13	12	12	13	13	13	13	4	5	55	56	56
7	A7	12	11	11	11	11	11	12	12	3	4	49	49	49
8	A8	13	12	12	12	13	13	13	13	5	5	56	55	56
9	A9	12	12	11	11	12	13	12	12	4	4	51	52	52
10	A10	11	12	11	12	12	12	12	11	4	4	50	51	51
11	A11	11	11	10	11	11	12	13	12	4	5	49	51	50
12	A12	10	11	11	10	10	11	12	11	4	4	47	47	47
13	A13	13	13	12	12	13	13	13	13	5	5	56	56	56
14	A14	14	13	12	12	14	13	14	13	5	5	59	56	58
15	A15	14	14	12	12	14	14	15	14	5	5	60	59	60
16	A16	12	13	11	11	12	12	13	13	4	4	52	53	53

17	A17	11	11	10	11	10	10	11	12	3	3	45	47	46
18	A18	12	12	11	11	11	11	12	11	4	4	50	49	50
19	A19	10	10	10	10	10	10	11	11	4	3	45	44	45
20	A20	12	13	12	12	13	12	13	12	5	4	55	53	54
21	A21	14	14	12	12	14	14	15	14	6	5	61	59	60
22	A22	15	14	12	13	15	14	15	15	5	6	62	62	62
23	A23	14	14	12	12	13	14	14	14	5	5	58	59	59
24	A24	14	15	12	13	14	14	14	14	6	5	60	61	61

R1= The Researcher

R2 = The Teacher

Appendix 14 Result of the Students' Score of Writing Post-Test in Control Class

NO	CODE	CONTENT		ORGANIZATION		VOCABULARY		LANGUAGE		MECHANICS		TOTAL		AVERAGE
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	A1	15	14	14	15	15	15	20	20	6	6	70	70	70
2	A2	15	15	13	13	15	15	19	20	6	6	68	69	69
3	A3	14	16	13	13	14	14	19	19	6	5	66	67	62
4	A4	16	16	14	13	16	16	22	21	6	7	74	73	74
5	A5	16	16	13	14	16	16	23	22	7	7	75	75	75
6	A6	14	14	13	13	15	15	19	20	6	6	67	68	68
7	A7	14	14	13	12	14	14	19	18	5	5	65	63	64
8	A8	14	14	12	13	15	14	20	20	6	6	67	67	67
9	A9	13	14	12	12	13	13	21	21	6	6	65	66	66
10	A10	14	13	13	12	13	13	18	19	5	6	63	63	63
11	A11	13	13	12	12	13	13	17	18	5	5	60	61	61
12	A12	15	14	13	13	14	14	19	20	6	6	67	67	67
13	A13	14	14	13	13	15	14	20	20	6	7	68	68	68
14	A14	14	15	13	13	15	15	21	21	6	6	69	70	70

15	A15	15	14	13	13	14	15	22	22	6	6	70	70	70
16	A16	14	14	13	12	14	14	19	20	5	6	65	66	66
17	A17	13	14	12	13	14	13	18	19	5	5	62	64	63
18	A18	14	13	13	12	14	14	20	20	6	6	67	65	66
19	A19	13	13	12	12	13	13	19	19	6	5	63	62	63
20	A20	14	13	13	13	14	13	18	19	5	6	64	64	64
21	A21	15	14	13	13	15	14	20	20	6	6	69	67	68
22	A22	14	15	13	13	14	14	21	20	6	6	68	68	68
23	A23	15	15	13	13	14	15	22	20	6	7	70	70	70
24	A24	15	15	14	13	15	14	23	22	7	6	74	70	72

R1= The Researcher

R2 = The Teacher

Appendix 15 Students' Score of the Test

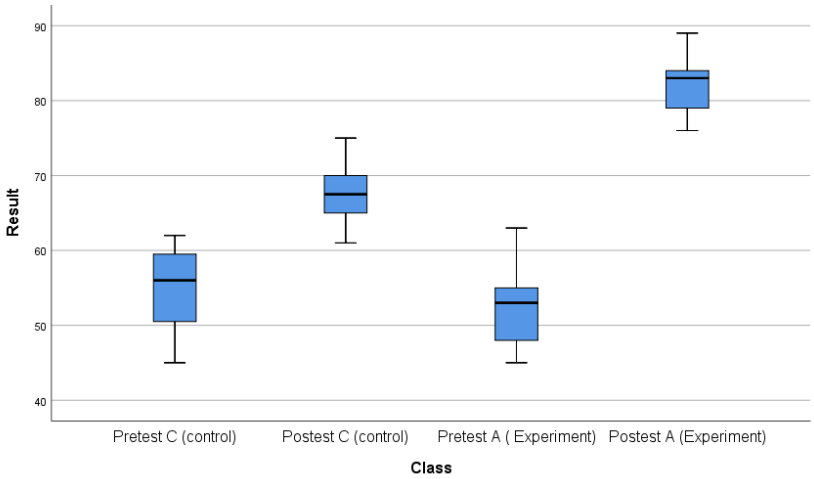
No	Class experiment		Gain	Class control		Gain
	Pre	post		Pre test	Post test	
1	47	77	30	59	70	11
2	53	85	32	58	69	11
3	50	78	28	52	66	14
4	48	86	38	60	74	14
5	54	80	26	60	75	15
6	46	84	38	56	68	12
7	51	83	32	49	64	15
8	49	83	34	56	67	11
9	47	76	29	52	66	14
10	54	83	29	51	63	12
11	60	84	24	50	61	11
12	58	78	20	47	67	20
13	62	85	23	56	68	12
14	60	87	27	58	70	12
15	55	83	28	60	70	10
16	46	79	33	53	66	13
17	63	89	26	46	63	17
18	54	84	30	50	66	16
19	51	83	32	45	63	18
20	50	82	32	54	64	10
21	48	78	30	60	68	8
22	53	81	28	62	68	6
23	55	80	25	59	70	11
24	54	85	31	60	72	12
25	45	78	33			
Total	**1313**	**2051**	**738**	**1313**	**1618**	**305**
Average	**52,52**	**82,04**	**29,52**	**54,71**	**67,42**	**12,71**

Appendix 16 Analysis of pre-test and post-test

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
PretestExperimentalClass	25	18	45	63	52.52	5.149
PosttestExperimentalClass	25	13	76	89	82.04	3.397
PretestControlClass	24	17	45	62	54.71	5.086
PosttestControlClass	24	14	61	75	67.42	3.513
Valid N (listwise)	24					

Appendix 17 The Result of Normality Test

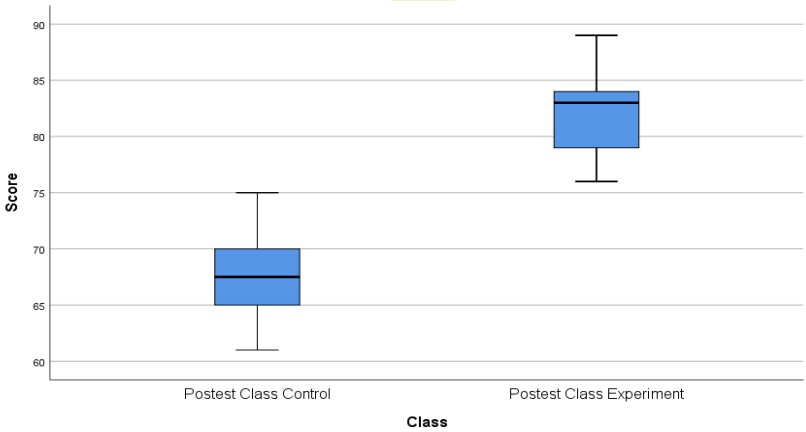
Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest C (control)	.158	24	.125	.926	24	.077
	Postest C (control)	.106	24	.200*	.970	24	.673
	Pretest A (Experiment)	.115	25	.200*	.946	25	.202
	Postest A (Experiment)	.171	25	.057	.960	25	.412
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							



Appendix 18 The Result of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.023	1	47	.879
	Based on Median	.002	1	47	.961
	Based on Median and with adjusted df	.002	1	46.938	.961
	Based on trimmed mean	.026	1	47	.872



Appendix 19 The Result of Hypothetical Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.023	.879	-14.814	47	.000	-14.623	.987	-16.609	-12.637
	Equal variances not assumed			-14.804	46.736	.000	-14.623	.988	-16.611	-12.636

Appendix 20 Validation of Instrument

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jl. Letkol. H. Endro Suratmin, Sukarame Bandar Lampung, Telp. (0721)-780887 Fax (0721)-780422

SURAT PERMOHONAN VALIDASI

Hal : Permohonan Validasi Data Penelitian

Lampiran : -

Kepada Yth,

Nofvi Yanti, M.Pd

Guru Bahasa Inggris MA AL-HIKMAH Bandar Lampung

Sehubungan dengan rencana pelaksanaan Tugas Akhir (Skripsi) dengan ini saya:

Nama : Rima Rahmawati
NPM 211104008
Program Studi : Pendidikan Bahasa Inggris
Judul skripsi : The Effectivenes Of Using Canva As An Online Visual Communication Design Platform Towards Students Writing Advertisemnet Texts The

Dengan hormat memohon kepada ibu Nofvi Yanti, M.Pd agar kiranya berkenan memberi pendapat, saran serta masukan terhadap data yang telah saya susun, dimana hal ini ditujukan sebagai bentuk proses validasi data penelitian.

Demikianlah surat permohonan ini saya sampaikan. Atas perhatian dan kesediaannya, saya mengucapkan terima kasih.

Bandar Lampung,31 Oktober 2025

Mengetahui
Dosen Pembimbing I

Dian Reftyawati, M.Pd
198803052023212044

Peneliti,

Rima Rahmawati
NPM. 2111040088

Appendix 21 Expert Validation Form For Writing Test

Expert Validation Form for writing Tests

Direction :

Please give your response by ticking (√) a box that representing your choice.

No	Question	Yes	No	Comment
1	Do the direction and instruction of the instruments clear enough?	✓		
2	Do the time allocation quite effective?	✓		
3	Is this topic relevant to our discussion?	✓		
4	Do the indicators in the test instruments have covered generic structures that consist of goal, materials and steps?	✓		
5	Do the indicators in the test instruments have covered all aspects of writing that consist of content, organization, grammar, vocabulary, and mechanics?	✓		

General comments

Please give any general comment or suggestion you may have concerning this test development.

The time allocation should be revised and adjusted to the actual time needed for students to complete the test.

Bandar Lampung, 31 Oktober 2025

Validator

Nofvi Yanti, M.Pd

Appendix 22 letter of validation

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTANLAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let.Kol. H. EndroSuratminSukarame Bandar Lampung Telp. (0721)703260

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Nofvi Yanti, M.Pd
Instansi : MA AL-HIKMAH Bandar Lampung
Jabatan : Guru Bahasa Inggris
Bidang : Writing

Telah membaca instrumen penelitian yang akan digunakan dalam penelitian skripsi dengan judul "The Effectivenes Of Using Canva As An Online Visual Communication Design Platform Towards Students Writing Advertisemnet Texts" oleh peneliti:

Nama : Rima Rahmawati
NPM : 2111040088
Proram Study : Pendidikan Bahasa Inggris

Setelah memperhatikan instrumen penelitian maka masukan untuk peneliti tersebut adalah:
Instrumenlini sudah sesuai untuk mengukur kemampuan menulis siswa dalam teks iklan. Namun, alokasi waktu perlu disesuaikan dengan waktu yang dibutuhkan siswa untuk menyelesaikan test.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Bandar Lampung, 31 Oktober 2025
Validator

Nofvi Yanti, M.Pd

Appendix 23 Confirmation Letter of pre-Research

المدرسة العالية الحكمة الاسلامية

MADRASAH ALIYAH (MA)

AL HIKMAH KEDATON BANDAR LAMPUNG

Jl. Sultan Agung, Gg. Raden Saleh Raya No.23 Kedaton Bandar Lampung 35141 Telp. 0721-700992

NPSN : 10807373 NSM : 131218710001

SURAT KETERANGAN

Nomor : 212.09/S.Ket/MA-BID1/YABL/V/2025

Yang bertanda tangan di bawah ini :

Nama : **MUHTARUDDIN, S.Pd.I**
NIP : -
Jabatan : Kepala MA Al-Hikmah Bandar Lampung

Menerangkan Bahwa :

Nama : **Rima Rahmawati**
NPM : 2111040088
Smester : 8 (Delapan)
Program Studi : Pendidikan Bahasa Ingris

Bahwa nama tersebut diatas Benar telah melaksanakan Pra Penelitian di Madrasah Aliyah Al Hikmah Bandar Lampung. Guna untuk memenuhi syarat Penyusunan Proposal Skripsi.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bandar Lampung, 24 Mei 2025
Kepala Madrasah,

KEMENTERIAN AGAMA MA AL-HIKMAH BANDAR LAMPUNG

Muhtaruddin, S.Pd.I

Appendix 24 Confirmation Letter of Research Completion

المدرسة العالية الحكمة الاسلامية

MADRASAH ALIYAH (MA)

AL HIKMAH KEDATON BANDAR LAMPUNG

Jl. Sultan Agung, Gg. Raden Saleh Raya No.23 Kedaton Bandar Lampung 35141 Telp. 0721-700992

NPSN : 10807373 NSM : 131218710001

SURAT KETERANGAN

NO: 071.09/S.Ket/MA-BID1/YABL/XII/2025

Yang bertanda Tangan dibawah ini :

Nama : **Muhtaruddin S.Pd.I**

Jabatan : Kepala Madrasah MAS AL-Hikmah

Alamat : JL.Sultan Agung Gg.Raden Saleh No.23 Kedaton, kedaton Bandar Lampung

Menerangkan bahwa :

Nama : Rima Rahmawati

NPM : 2111040088

Semester : 9 (Sembilan)

Fakultas / Program Studi : Tarbiyah Dan Keguruan/Pendidikan Bahasa Inggris

Bahwa Benar Mahasiswa diatas telah melaksanakan Penelitian di Madrasa Aliya Al-Hikmah Bandar Lampung, Guna untuk mengumpulkan data dan bahan-bahan untuk penyusunan Skripsi yang bersangkutan dengan judul Skripsi " The Effectivenes Of Using Canva As An Online Visual Communication Design Platform Towards Students Writing Advertisement Texts".

Demikian surat Keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Bandar Lampung, 14 Desember 2025

Kepala Madrasah,

KEMENTERIAN AGAMA MA AL-HIKMAH BANDAR LAMPUNG

Muhtaruddin S.Pd.I

Appendix 25 Scoring Pre-Test and post Test in Experimental Class

Instrument of Pre -test

Name : A. REKHAN HIDAYAT
Class : XA
Skill : Writing
Time Allocation : 2 x 30 Minutes

R1
C : 12
O : 12
V : 12
L : 13
M : 9
73

Directions :
1. Write your name and class on paper.
2. Use Your time effectively
3. Work individually

Instructions :
1. Choose one of Three topics below :
   a. A Healthy Drink
   b. A Tourism Destination
   c. A Snack or Food Product
2. Write an Advertisement text based on the topic your choose in English by combining the elements of an advertisement text : Product/event name, slogan, benefits,short description, and invitation
3. Use appropriate structure and language features of the advertisement (persuasive language, short and catchy phrases, adjectives, imperatives, etc).
4. Your text will be measure by five aspects of writing are content, organization, vocabulary, language and mechanics

Place : sunrise lake ✓ (capitalization)
Slogan : "Wake up with Beauty" ✗ Wake up to Beauty (choose the slogan more attractive)
sunrise lake is a lake where sunrise looks very nice. People come in the morning form calm (grammar) (use more descriptive vocabulary)
Benefits : calm Place photo View
Visit sunrise Lake (make the invitation more persuasive)

= /

Instrument of Post-test

Name : A. REKHAN HIDAYAT
Class : XA
Skill : Writing
Time Allocation : 2 x 30 Minutes

R1
C : 18
O : 12
V : 17
L : 25
M : 8
85

Directions :
1. Write your name and class on paper.
2. Use Your time effectively
3. Work individually

Instructions :
1. Choose one of Three topics below :
   a. An English Course
   b. A School Event
   c. A New Product You Invent
2. Write an Advertisement text based on the topic your choose in English by combining the elements of an advertisement text : Product/event name, slogan, benefits,short description, and invitation
3. Use appropriate structure and language features of the advertisement (persuasive language, short and catchy phrases, adjectives, imperatives, etc).
4. Your text will be measure by five aspects of writing are content, organization, vocabulary, language and mechanics

MUSIC PERFORMANCE DAY

capitalisasi "let the stage be yours! ✓
music performance day is the perfect chance for students to show their musical talent by singing, playing instrument or performing with agroup. This event builds confidence and brings positive energy to our school community ✓
Benefits.
- open performance stage ✓
- solo & group categories ✓
- free rehearsal session sessions ✓
- certificate for participants ✓

CALL TO ACTION!
Join music performance day and let your talent be heard! ✓

Instrument of Pre -test

Name : Lintang fauzul as syaki
Class : X A
Skill : Witing
Time Allocation : 2 x 30 Minutes

Directions :
1. Write your name and class on paper.
2. Use Your time effectively
3. Work individually

Instructions :
1. Choose one of Three topics below :
   a. A Healthy Drink
   b. A Tourism Destination
   c. A Snack or Food Product
2. Write an Advertisement text based on the topic your choose in English by combining the elements of an advertisement text : Product/event name, slogan, benefits,short description, and invitation
3. Use appropriate structure and language features of the advertisement (persuasive language, short and catchy phrases, adjectives, imperatives, etc).
4. Your text will be measure by five aspects of writing are content, organization, vocabulary, language and mechanics

Snack / food Product
Product : potato pop (capitalization)
Slogan : " Pop your snack Time"!
Potato pop is potato snack with cheese flavor. Taste good but little salty.
Benefist : good for snack time.
Price : 9k. → Rp 9.000 (complete the price)
Try Potatopop → potato pop!
(add more bmnpi)

R1
C : 13
O : 14
V : 14
L : 14
M : 5
60

Name : Lintang fauzul as syaki
Class : X A
Skill : Witing
Time Allocation : 2 x 30Minutes

Directions :
1. Write your name and class on paper.
2. Use Your time effectively
3. Work individually

Instructions :
1. Choose one of Three topics below :
   a. An English Course
   b. A School Event
   c. A New Product You Invent
2. Write an Advertisement text based on the topic your choose in English by combining the elements of an advertisement text : Product/event name, slogan, benefits,short description, and invitation
3. Use appropriate structure and language features of the advertisement (persuasive language, short and catchy phrases, adjectives, imperatives, etc).
4. Your text will be measure by five aspects of writing are content, organization, vocabulary, language and mechanics

R1
C : 18
O : 18
V : 17
L : 25
M : 8
86

SMARTSTICK HIGHLIGHTER

" Bright Lines. Bright mind "
Smartstick highlighter is a smooth and - non smudge (non - smudging) highlighter that helps students work important notes clearly. The colors are bright.
long - lasting, and perfect for studying or journaling
BENEFISTS :
- non - smudge ink
- Bright color options
- smooth highlighting
- long - lasting use
PRICE : Rp 12.000 each
Get smartstick today and highlight your study moments !

Appendix 26 Scoring Pre-Test and post Test In control Class

Name : Khairunnisa . A.A.
Class : X C
Skill : Writing
Time Allocation : 2 x 30 Minutes

Directions :
1. Write your name and class on paper.
2. Use Your time effectively
3. Work individually

Instructions :
1. Choose one of Three topics below :
   a. A Healthy Drink
   b. A Tourism Destination
   c. A Snack or Food Product
2. Write an Advertisement text based on the topic your choose in English by combining the elements of an advertisement text : Product/event name, slogan, benefits,short description, and invitation
3. Use appropriate structure and language features of the advertisement (persuasive language, short and catchy phrases, adjectives, imperatives, etc).
4. Your text will be measure by five aspects of writing are content, organization, vocabulary, language and mechanics

Tourism Destination. (capitalization)

Place : Stoneriver Camp
Slogan : "Sleep under the sky"
Stone River Camp is a camp" area (add comma) with clear river water. You can (capital) swim and cook food beside river. (beside the river)
Enjoy nature only at stoneriver.

R1
C : 13
O : 13
V : 13
L : 13
M : 5
56

Instrument of Post-test

Name : Khairunnisa Aristanya . A.A.
Class : x c
Skill : Writing
Time Allocation : 2 x 30 Minutes

Directions :
1. Write your name and class on paper.
2. Use Your time effectively
3. Work individually

Instructions :
1. Choose one of Three topics below :
   a. An English Course
   b. A School Event
   c. A New Product You Invent
2. Write an Advertisement text based on the topic your choose in English by combining the elements of an advertisement text : Product/event name, slogan, benefits,short description, and invitation
3. Use appropriate structure and language features of the advertisement (persuasive language, short and catchy phrases, adjectives, imperatives, etc).
4. Your text will be measure by five aspects of writing are content, organization, vocabulary, language and mechanics

School event
ART POSTER DAY ✓
"Color Your Ideas! ✓ (good slogan)

Students can join poster competition in the school hall.
The theme is "save our school environment" ✓
The rules are not difficult and you only need bring your own coloring tools. to (add 'to')

Some posters will be displayed for one week.
come and join the creativity! ✓ (Better : show your creativity!)

R1
C : 15
O : 19
V : 14
L : 22
M : 6
70

Name : Esa Azkia Gefira
Class : X.c
Skill : Writing
Time Allocation : 2 x 30 Minutes

Directions :
1. Write your name and class on paper.
2. Use Your time effectively
3. Work individually

Instructions :
1. Choose one of Three topics below :
   a. An English Course
   b. A School Event
   c. A New Product You Invent
2. Write an Advertisement text based on the topic your choose in English by combining the elements of an advertisement text : Product/event name, slogan, benefits,short description, and invitation
3. Use appropriate structure and language features of the advertisement (persuasive language, short and catchy phrases, adjectives, imperatives, etc).
4. Your text will be measure by five aspects of writing are content, organization, vocabulary, language and mechanics

Pocket WATER SPRAY
"Feel Fresh Everywhere !" (good slogan)

I design a small spray that can be carried in uniform pocket. the spray (capitalization)
water is not parfume, just fresh water. (spelling)
It helps when weather is hot at school.
the bottle is small and easy to refill. (explative)
Price RP 10.000 //

+ add more benefits!
- easy to use
- practical

R1
c : 14
o : 13
v : 15
l : 20
m : 6
68

Name : Esa Azkia Gefira
Class : X.C
Skill : Writing
Time Allocation : 2 x 30 Minutes

Directions :
1. Write your name and class on paper.
2. Use Your time effectively
3. Work individually

Instructions :
1. Choose one of Three topics below :
   a. A Healthy Drink
   b. A Tourism Destination
   c. A Snack or Food Product
2. Write an Advertisement text based on the topic your choose in English by combining the elements of an advertisement text : Product/event name, slogan, benefits,short description, and invitation
3. Use appropriate structure and language features of the advertisement (persuasive language, short and catchy phrases, adjectives, imperatives, etc).
4. Your text will be measure by five aspects of writing are content, organization, vocabulary, language and mechanics

snack / Food Product

Product : CrispyRoll crispy Roll (use a space)
Slogan : "Roll the Crunch" !

Crispy Roll is Crunchy stick snack with cheese taste. it good for study time snack or hangout.

try Crispyroll and feel the Crunch.
(imperative : start with capital letter)

R1
c : 11
o : 10
v : 11
l : 13
m : 4
49

Appendix 27 Documentation

Pre-test Experimental Class

Pre-test control class

First meeting Experimental class

First meeting control class

Second meeting experimental

Second meeting control

Third meeting Experimental Class

Third meeting control class

Post- test experimental class

Post- test control class

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIT PELAKSANA TEKNIS PERPUSTAKAAN
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
Alamat : Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721 703278

SURAT KETERANGAN
Nomor: B-3683/Un.16/P1/KT/VIII/2026

Assalamu'alaikum Wr.Wb.

Saya yang bertandatangan dibawah ini:

Nama : **Dr. Eni Amaliah, S.Ag., S.S., M.Ag.**
NIP : 197005121998032002
Jabatan : Kepala UPT Perpustakaan UIN Raden Intan Lampung
Menerangkan bahwa Artikel Ilmiah dengan judul :

THE EFFECTIVENESS OF USING CANVA AS AN ONLINE VISUAL COMMUNICATION DESIGN PLATFORM TOWARDS STUDENTS WRITING ADVERTISEMENT TEXTS
Karya

NAMA	NPM	FAKULTAS/PRODI
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