

**THE USE OF CANVA AS ASSESSMENT MEDIA IN ENGLISH
CLASS OF 10TH GRADE AT SMK DIPONEGORO 3
KEDUNGBANTENG, BANYUMAS REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto
as a Partial Fulfilment of Requirements for *Sarjana Pendidikan* (S. Pd.)
Degree**

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STATEMENT OF ORIGINALITY

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Declare all the statements, opinion, analyses that I have written in this thesis with the title **“The Use of Canva as Assessment Media in English Class of 10th Grade at SMK Diponegoro 3 Kedungbanteng, Banyumas Regency”** are my original work. I optimally conducted my own research with the help of references, cited other sources, and suggestions. If this thesis statement is not true, I am willing to accept the applicable academic sanctions.

Purwokerto, 21 September 2023



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Assalamu'alaikum Wr.Wb.

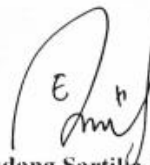
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Wassalamu'alaikum Wr. Wb.

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MOTTO

“It is not easy, but doesn't mean you can't”

-Lulu-



DEDICATIONS

This thesis is dedicated to:

My beloved parents, Bapak (M. Ridlo Asrori) and Mama (Rofingah).

My brother (M. Baha Udin).

My self.



PREFACE

First of all, thank to Almighty God who has giving me blessed and chance to be able to finish my Undergraduate study and complete this thesis entitled “**The Use of Canva as Assessment Media in English Class of 10th Grade at SMK Diponegoro 3 Kedungbanteng, Banyumas Regency**”. Shalawat and salam always be upon to our beloved prophet Muhammad SAW who brighten up this life.

The researcher realized that this thesis would never been accomplished without the guidance and motivation from many people. In this great occasion, the researcher would like to express the deepest thanks to:

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5. Dr. Maria Ulpah, M. Si., the Head of Education Department in Faculty Tarbiya and Teacher Training of State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
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17. Thanks to all of my beloved friends (Ijah, KKN Dukuhjeruk, and all the people I loved) who always supported and stayed by my side. ILYSM.
18. All of my friends who accidently meet, help, and support me in my last step to finish my thesis.
19. Last but not least, thank you so much Google for providing every source that I need so I can finish my thesis.

Finally, the researcher hopes that this research could give advantages to the reader. The researcher realized that this research is far from being perfect. Therefore, the researcher openly accepts criticism and suggestions of this research for better result.

Purwokerto, 21 September 2023

The Researcher,



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BANYUMAS REGENCY**

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ABSTRACT

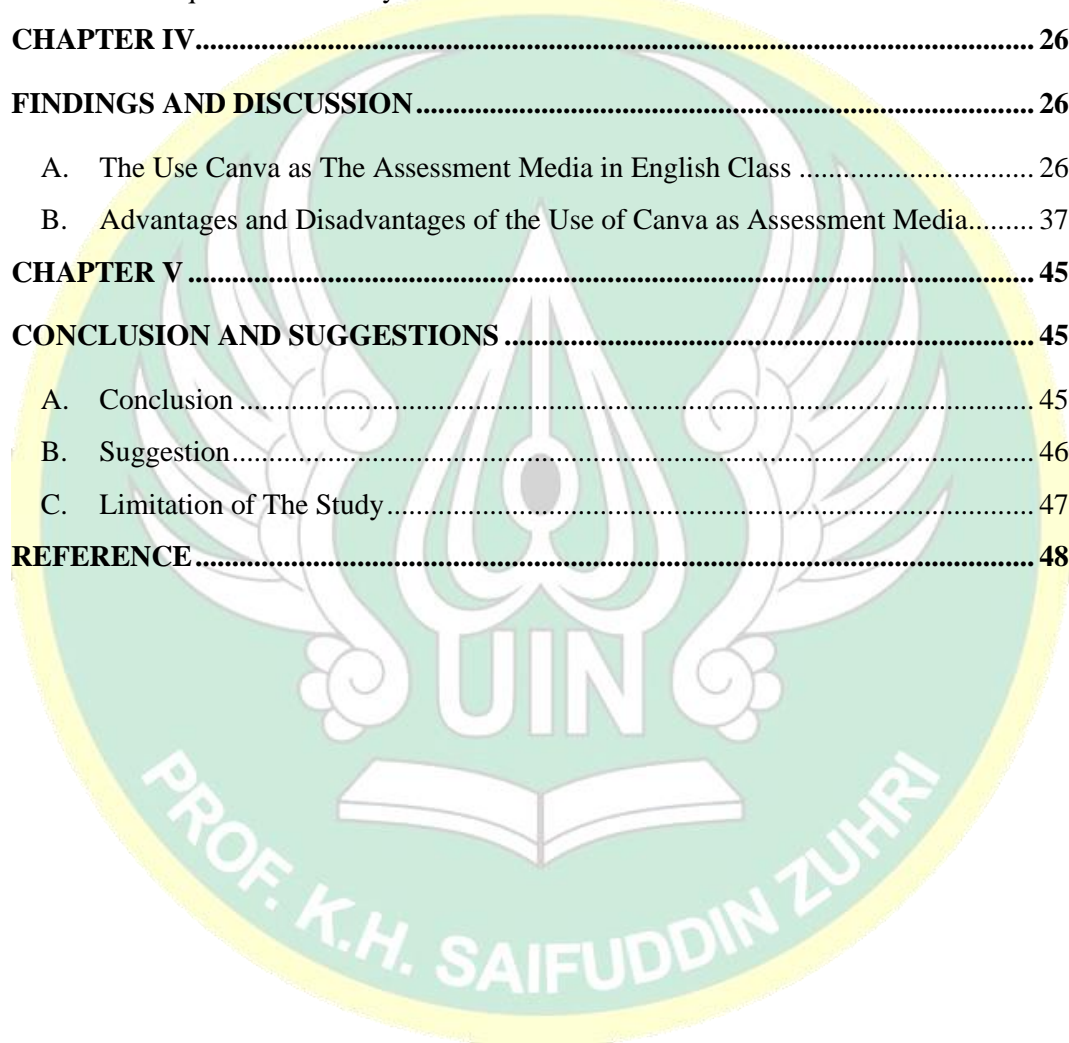
The use of ICT in language assessment has rapidly increased during the pandemic. As the result, there are some teachers that made the technology as the innovation to use in language learning especially in assessing the student. Moreover, the use of Canva became a phenomenon because Canva is well known as the graphic design Medias but now it is used as the media for assessment. The aim of this study is to describe the use of Canva as an assessment media in English class of 10th grade at SMK Diponegoro 3 Kedungbanteng. This research used descriptive qualitative research method. The data was gained through observation, interviews, and documentation. The subject of this research was an English teacher and 10th grade of Accountant II, consist of 23 students at SMK Diponegoro 3 Kedungbanteng. The findings of this study showed that the Teacher used Canva as a formative assessment media. Canva was applied in order to evaluate speaking and writing skills. Canva was used in several steps: planning, implementing, and evaluating. In planning, the teacher carefully chooses what is the project that will be used and adjust to the material and evaluation. Moreover, the implementation of Canva is done for several meetings. The student has to present their work and will be evaluated after it. The evaluation is divided into two kinds: spoken and written evaluation. Moreover, there are several advantages that is found such as; practical and easy to use, engage the student interest, increasing student understanding, and provides a lot of features. On the other hand, there are several disadvantages that faced by the student and teacher such as; internet connection, unsupported facilities, and some of the features that only available on Pro version.

Keywords: *Canva, Assessment Media, Assessing Language Skills.*

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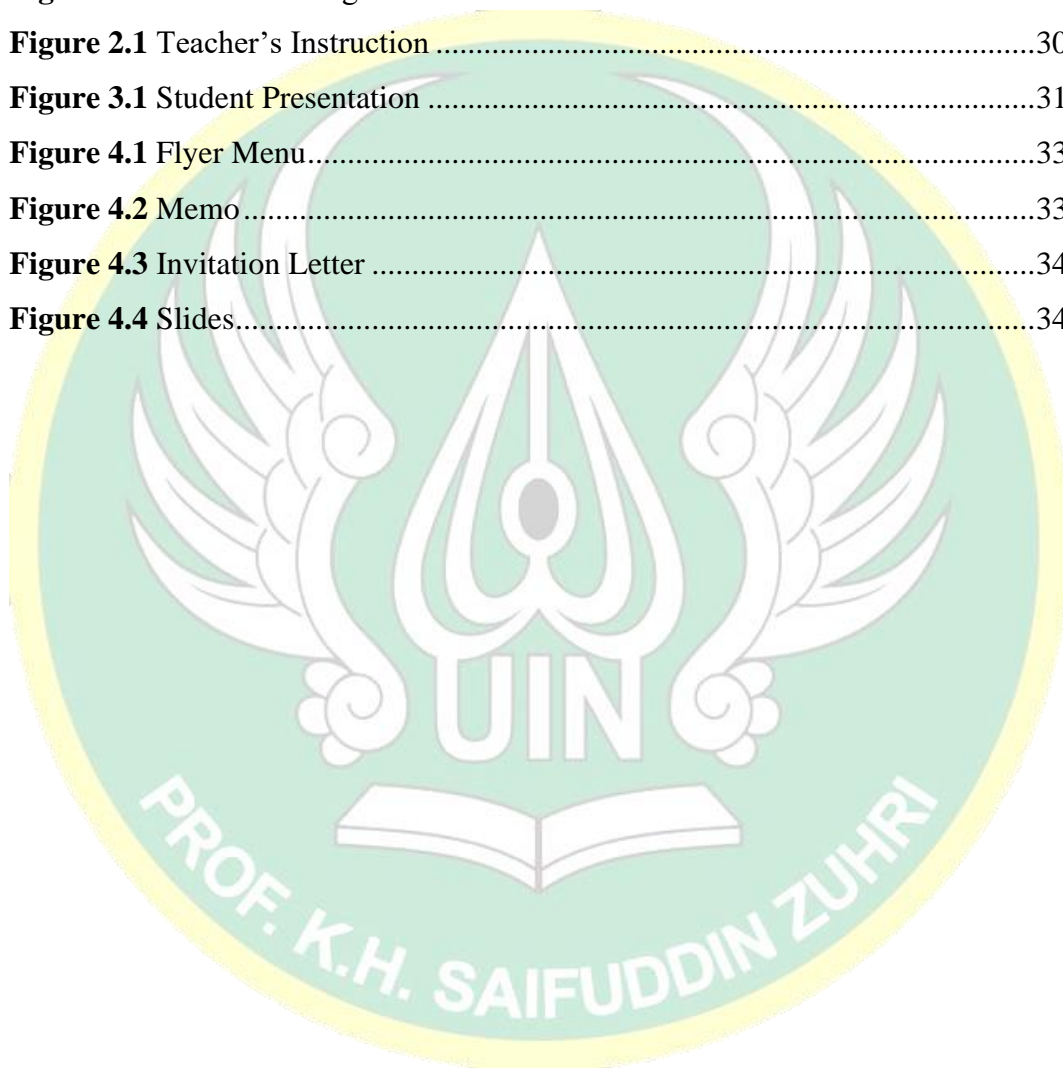
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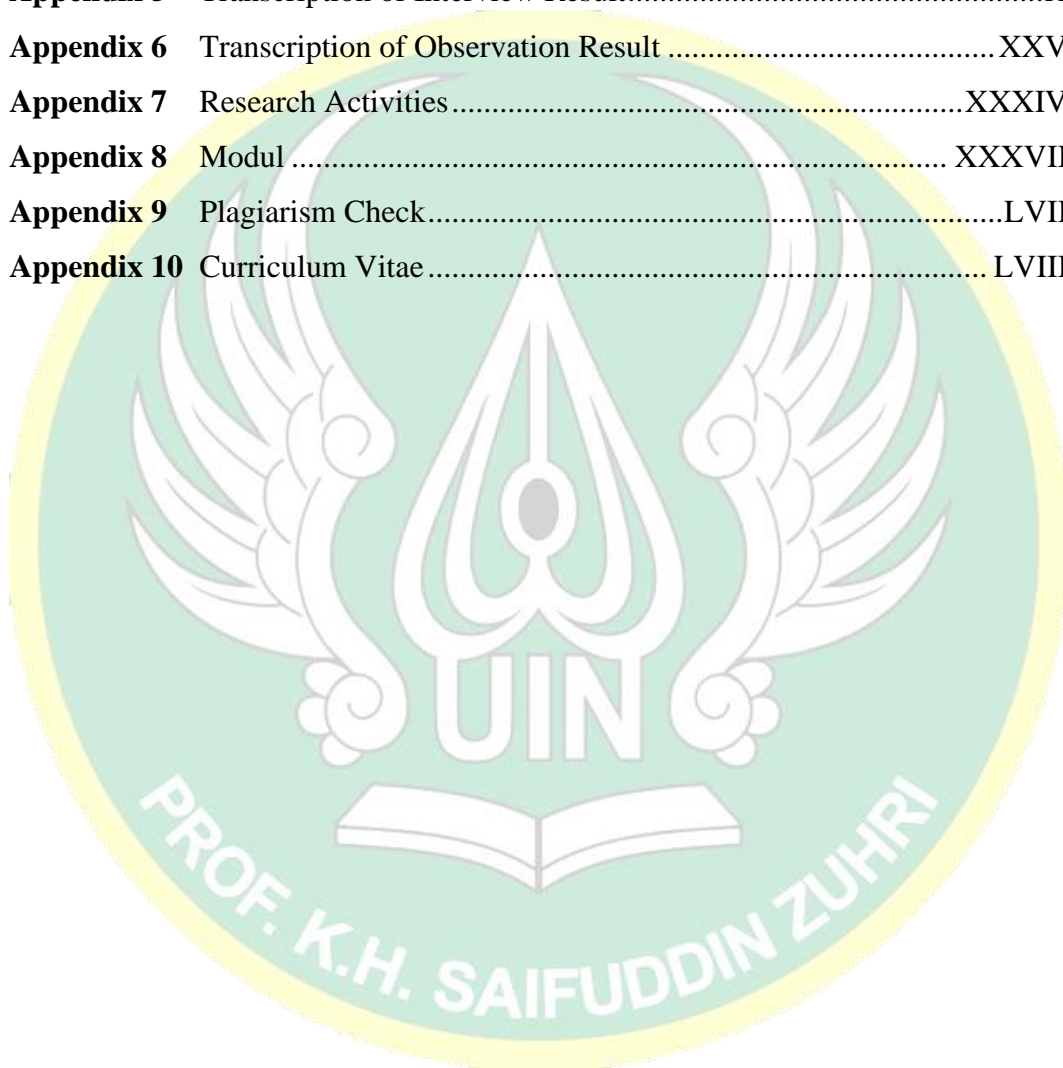
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CHAPTER I INTRODUCTION

A. Background of the Study

The utilizing of Information and Communication Technology (ICT) in education is become necessary. Technological advances significantly impact the learning process, such as the accessibility, flexibility, and efficiency of the material (Elsa & Anwar, 2021; Fitria, 2022). In addition, technology also assists teachers in education fields (As Sabiq & Fahmi, 2020). Another researcher also agreed that the use of technology in education is highly requested to be used (Mualim et al., 2019). The varieties of learning activity engage the student interest. Furthermore, the use of ICT in education, also support the learning activity to be successful. As the result, it shows that using technology in education field is important.

The use of ICT In English Language Teaching (ELT) is increasing rapidly during the Pandemic of COVID-19 (Hidayah & Prihantoro, 2022). Thus, it gives the challenges for the teacher to became more creative in choosing and using the technology. There are a lot of media that recently have been used and created for academic purposes such as Google Classroom, Zoom, Canva, Grammarly, and so on. Those applications have the positive impact through learning and teaching activities (Rahimi & Yadollahi, 2011; Zuhriyah & Pratolo, 2020). In line with this, those media are not only used as the learning media but also as assessment media. In short, the use of ICT is now already integrated with the learning process.

The success of learning activity then can be seen from the result of the assessment. Assessment refers to measuring activity of learning process of student achievement and understanding of the material (Hunter et al., 2006). While, Brown (2003) defines assessment as the ongoing process that including the wider domain. There were two types of assessment; Formative Assessment and Summative Assessment. Formative assessment refers to the ongoing process that based on the type of assessment that feeds into learning. While

summative assessment defines as the assessment that is only held at the end of study (Fulcher & Davidson, 2007). To sum up, assessment has an important role in learning and teaching activity in order to measure the student's ability to master the material. In addition, it also became the evaluation for the teacher to develop their learning.

One of the online media is Canva. Canva is actually well known as a graphic design media but in some cases, Canva is also used as the learning media and assessment media for the students. It provides a lot of graphic templates such as photos, poster, slides, fonts, and so on. According to Smaldino et al. (2015), he stated that visual in the classroom (Canva) gives some advantages such as creating the abstract ideas, motivating the students, giving direct attention; accessible to repeat the information, easier to remember; making the learning activity became more effective. Those advantages are making the teachers want to involve Canva in teaching process. Fitria (2022) in her research, found that Canva gives positives advances for student. The use of Canva make students became more creative and innovative especially in graphic design. Another research by Cristiana and Anwar (2021), this study found that Canva can be used as the digital media to create the material. They also divine the function and benefit of Canva into two parts; supplement function and substitution function. The other research was conducted by Fauziyah et al (2022), this study suggested that the use of Canva in learning activity gives the positive impacts towards student writing skill ability. At the same time, the students also felt enthusiastic in learning activity using Canva. To sum up, the use of Canva in education fields gives several positives impact towards student and teachers.

According to the preliminary research that conducted on 13-27 October 2022 at SMK Diponegoro 3 Kedungbanteng. The researcher found that in this school, the teacher is already used Canva as the assessment medias for a year in English class. Specifically, Canva is used as the media in formative assessment. Based on the preliminary research, the teacher asked their student to make a slide about the material and then present it in front of class. While in other cases,

Canva is not only used to make a slide but also other project such as poster, memo, and so on. On the other hand, there are some problems that happened in the implementation Canva as the assessment Medias in English class. There are several students who admit that they asked other people to work on their assignment. Besides, there are also students who are not able to do their assignment because of the lack of understanding and unavailable gadgets. In addition, the use of Canva is only profitable for the students who interest in design and have a proper facility. Thus, shows that the use of Canva is not really get attention by the teacher although it gives a lot of benefit.

Based on this phenomenon, the researcher interested to analyse how is the use of Canva as the assessment media in English class at SMK Diponegoro 3 Kedungbanteng. This school are consisted by four majors; Accountant, Visual Communication Design, Office Automation and Governance, and Light Vehicle Engineering. Those showed that not every student is able and interested in using technology. Furthermore, this school is chosen because it is the only vocational high school in Kedungbanteng district. Moreover, this school already used Canva as the assessment media for a year. Furthermore, there are several studies that already analyze about the use of Canva in education but none of them are studied Canva as assessment media. Therefore, this study analyzes about **“The Use of Canva as Assessment Media in English Class of 10th Grade at SMK Diponegoro 3 Kedungbanteng, Banyumas Regency”**.

B. Conceptual Definition

Based on the background above, it is necessary to define some key terms of this study, they are;

1. Canva

Canva refers to application that has functional features that provide people to creating the design or content and be able to sharing (Utami & Suriyani Djamdjuri, 2021). There are more than 400 million designs that available in 100 languages. Canva also provided the users to sharing their design easily. To use this technology, the users need a stable internet

connection and able to access it on website or application. The use of Canva is widely well-known as the design media but, in recent years, Canva also used in other fields. To conclude, Canva is not only well known as the design media but it also used in education fields and it provides a lot of function that can be used for the users around the world.

2. Assessment

Assessment is define as the process of measuring the students understanding and skills of material (Tsagari et al., 2018). Other study stated that assessment define assessment as the process of encompasses wider range of methodological technique (Brown, 2010). To sum up, assessment is the process of measuring the student understanding and ability in mastering the material.

C. Research Questions

Based on the background above, this study is expected to answer the question about:

1. How is the use of Canva as assessment media in English Class at 10th grade of SMK Diponegoro 3 Kedungbanteng?
2. What are the advantages and disadvantages of Canva as assessment media in English Class at 10th grade of SMK Diponegoro 3 Kedungbanteng?

D. Objectives of the Research

The objective of this study is to:

1. Describe the use of Canva as assessment media in English class at 10th grade SMK Diponegoro 3 Kedungbanteng.
2. Find out about the advantages and disadvantages of Canva as assessment media in English Class at 10th grade of SMK Diponegoro 3 Kedungbanteng.

E. Significances of the Research

The significances of this research describe as follow.

1. Theoretical Significance

- a. The researcher hopes that the readers can use this research to pay more attention in choosing assessment medias based on the student condition.
- b. This research could be use as the reference for upcoming research to be able in improving the use of digital media as the assessment media especially in English class.
- c. The research provides an overview about the use of Canva as the assessment media in English class.

2. Practical Significance

a. For Teacher

This research can help the teacher in choosing and improving the assessment medias considering the student needs and ability.

b. For School

Through this research, school is expected to be able to provide better facilities in order to support the teacher in developing the assessment media.

c. For Other Researchers

In the future, the researcher hopes this research will be used as reference and evaluation in order to make similar research. The other researcher also expected able to explore and pay more specific attention trough related research and analyzed it more deeply. Moreover, this research would give an experience and knowledge about the use of Canva as the assessment media in English class.

F. Structure of the Study

To make a logical and systematic discussion, it is necessary to frame a structure of this research. It described in this research are as follow:

Chapter I presents an introduction which consist by; background of the problem, operational definition, problems statement, objectives, and significances of the research.

Chapter II carries about the theories of Canva, online assessment media, and previous studies.

Chapter III contains about the research method that consist by: type of the research, time and location of the research, subject and object of the research, methods of collecting data, and technique of data analysis.

Chapter IV contains about results and discussion of the research report which is consisting of explanation Canva as the assessment media in SMK Diponegoro 3 Kedungbanteng.

Chapter V contains conclusion and suggestions. It followed references and appendixes.



CHAPTER II

LITERATURE REVIEW

In this chapter, it will explain about the theory relating about this paper and the previous studies. The theory that will use is about Canva and assessment media.

A. Theoretical Framework

1. Assessment

In educational practice, the concept of assessment and test is come up synonymously. Yet defining them clearly, assessment and test is significantly different in the purposes and usages (Hughes, 1989). Test is prepared by administrative procedures that occurred in times that already set. While assessment is more flexible than test. When the students answer questions, ask about the material, giving a comment, or try to find something new it subconsciously an assessment for the student performance itself. The assessing process included observing the learning process, the result, and identifying the student need (Janah et al., 2022). Another words, assessment defines as the process of judging the student ability in understanding material and practicing them in learning process.

Theoretically, assessment refers to the measuring activity that represents the student achievement after the learning activity (Tsagari et al., 2018). In line with this statement, Brown and Abeywicrama (2010) defines assessment as the process of encompasses wider range of methodological technique. While another study define assessment as the assessing process that provide the student a feedback and decide what should they do in the next step of learning class (Sardareh & Saad, 2013). To sum up, an assessment refers to the process of judging the student ability in mastering the knowledge and skills after the learning process.

In education, an assessment held in order to collecting evidence and make judgements or forming the opinions about the students understanding, skills, and abilities. In other words, the purpose of assessment is to find out how successful is the learners in mastering the material that already taught by the teacher.

a) Purposes of Assessment

In education, as assessment are held in order to making judgements and giving opinion of student performance that including knowledge and ability (Tsayari et al., 2018). In addition there are two main purposes of assessment (Fulcher & Davidson, 2007; Tsagari et al., 2018):

- 1) Improving learning activity. Assessment gives teacher the data of student ability in mastering the material. Those, helps teacher to decide what is the best model or learning style that suitable for the students so that they are able to receive the material better.
- 2) Judge how successful the learning activity. As for teacher, they need to report the student achievement to student parents, school management, and educational authorities.

b) Types of Assessment

An assessment is not the same thing as scoring or grading. There are two main types of assessment that can use by the teacher (Fulcher & Davidson, 2007).

- 1) Formative Assessment. Refers to the assessment that carried out during the learning activity. The most common formative assessments are quiz, games, projects, presentation, group activities, and so on. Formative assessment is regularly held based on the lesson plan. This flexibility is keeping the student more engage with their teacher. On the other hand, the teacher can also give more attention and understand of what their student needs in class. At the end, a formative assessment is an assessment process that usually held at the end of the material in order to measuring the student understanding and ability of it.
- 2) Summative Assessment. This assessment held at the end of study programme to assess how successful is student in mastering the material. The purposes of summative assessment are to evaluate the student about what they have been learned in the class after certain

times. In addition, summative assessment also held as an evaluation for the teacher and prepared them in the next academic year. There are some kinds of summative assessment such as, test, final exam, reports, paper, end-of-class project and so on. To summary, summative assessment is an assessment that held in certain times in order to evaluate the students about the material that already taught in class.

While Brown (2004), divide the type of assessment as follow;

- 1) Informal assessment. An informal assessment does not bound by the scoring, it is more on an unplanned comments or feedback for the students. It can be showed by a compliment, advice, suggestion, and putting an emoticon on their homework.
- 2) Formal assessment. Formal assessment refers to the assessment that used in order to judge the student knowledge and skills in mastering the material. It is systematic and planned.
- 3) Formative assessment. Formative assessment was define as ongoing process that use in order to evaluating the student competence and skills and purposed to help them in developing their ability. (Brown, 2004)
- 4) Summative assessment. The purposes are to measuring or summarizing what student already learned in class and it is usually occurred at the end of the study.

2. Online Assessment Media

Media refers to the something that delivers an information between the sender and receiver (Heinich, 1985). On the other hand, Gerlach and Ely in Bakri (2011), stated that media refers to the things that help the student able to acquire the knowledge, skills, or attitudes. In summary, media can be defined as something that used to help the student receive material.

Furthermore, assessment media refers to the media that used for assessing the students. An online assessment media is a media that need

internet connection to use it. There are a lot of types online assessment media that recently used in academic fields such as Google Classroom, Quizziz, Kahoot, Canva and so on. Moreover, assessment media used in order to find out the level of student understanding whether in practical or material. An online assessment media helps the teacher to become easier to measuring the student achievement.

In choosing an assessment media, a teacher should pay more attention whether the instrument that will use it is applicable or not. Those are influence of how valid the data that resulting by measurement. In addition, a good assessment media also helps the teacher in judging of how well student understanding about material. To summary, a good assessment media should require some of the standard so it can pass the basic quality.

Fulcher and Davidson (2007) stated that a good assessment media should be practical so that teacher is able to judge and describe the learner performance considering the validity and reliability. Validity is explained as the judgement that based on the evidence whether the test is appropriate for the particular of specific group. While, reliability defines as the stability of assessment result. To conclude, a good assessment media refers to the assessment medias that is able to use by the teacher to decide the scoring and measuring the student understanding in mastering the material.

Miller (2000), in his study stated that there are four points that became the characteristic of a good assessment media.

- a) Reliability. Which means the consistency or accuracy of the result of the test.
- b) Validity. Means that an assessment media there must be relevancy between the content that is test and taught in class.
- c) Equitable. It means that the student should be tested in the same methods and procedures that is appropriate for them.
- d) Standardization. There is a consistency for all the testing method. All of students should be tested by using the same task and graded with the same criteria.

3. Assessing Students Using Digital Media

Assessing student with digital media is widely needed for all elements of education. The use of digital media gives much more benefit for the teacher in order to assess the student ability in class. The study showed that the use of digital media for assessing students could encourage the practitioners to be more active and controlled (Badge et al., 2008). In line with this, stated that the use of online media potentially enriches the learning process more than using the traditional way in assessing student (Perera-Diltz & Moe, 2014). The use of digital media is already generated by many of education field. Furthermore, the impact of pandemic also increases the application of online media especially for assessing student.

The utilizing of digital media in assessing student is chosen considering the practicality and the efficiency of it. Digital media helps the teaching to assess the student in a large group faster than using traditional media (Reyna & Meier, 2018). Moreover, the accuracy of using digital media also reliable and precise as long as the teacher able to use it properly. With the proper use, a teacher gains a lot of advantages by using the digital media to assess the student.

Online assessment media refers to the process of assessing student using online platform or internet connections. Colman (2022) divide several ways to assess the student that categorized by the needs and objectives as follow:

- 1) Online quizzes, is used to measuring the students learning result across a wide audience.
- 2) Essay question or open-ended questions, is a question that is not limited by the answer. The student is able to share their opinion trough this way. This encourages their critical thinking and best suited to evaluate the higher-level learning.
- 3) Drag-and-drop activities, this activity is suited if the teacher want their student to be able to apply their knowledge in real-life situation.

- 4) Online interviews, this helps the student to evaluate their speaking skills by demonstrate their proficiency in various areas.
- 5) Dialogue simulations, this type of assessment help to train the learners for real-life conversation in current situation their need.
- 6) Online pools, this allows the teacher to give feedback directly to their student and automatically display the result.
- 7) Game-type activities, this type of activities is considered fun and not test. So, the learners are a good general indicator of skills and knowledge.
- 8) Peer evaluation and review, this assessment give each student chance to reflect their knowledge and ability and then communicate their feedback in a structured way.
- 9) Forum post. This media is used for the learners who wants to interact while checking their comprehension of a topic.

Furthermore, the implication of online media in assessing student also shows the positive impact (As Sabiq & Fahmi, 2020; Perera-Diltz & Moe, 2014; Zuhriyah & Pratolo, 2020). Many of them are agree that online media gives the positive impact for teacher and student. Student became more active and interested with the learning activity because the use of digital media is exciting. Another one, student also became more motivated to gain more score by the interactive online media. As a teacher, they found the easier way to assess their student ability through the material. To sum up, the use of digital media for assessing the student gives many advantages for both teacher and student.

In addition, using online media as an assessment media are not fully gives the positive impacts. As recorded by several studies (As Sabiq & Fahmi, 2020; Elsa & Anwar, 2021; Janah et al., 2022; Mualim et al., 2019), the use of online media as the assessment medias need a proper facility. There are many issues that refers to the technical such as network, gadgets, errors, and so on. Thus, make the use of online media became less than optimal. In addition, the users must have a good understanding about the

application of the medias. Moreover, people who are not familiar with the online media find difficulties to use it. Furthermore, some of online media are not able controlled by the teachers so there is a possibility for student to cheat on their work. To sum up, the use of online media as assessment medias needs to be more consider trough the facility and ability.

4. Canva

Canva is a graphic design media that provides a lot of features that can be accessed by users around the world (Khoeri et al., 2021). Canva was created on 1 January 2012 by Melanie Perkins, Cliff Obrecht, and Cameron Adams in Australia. The use of Canva was increased since the debut of this application. There were more than 750,000 people around the world joined as the Canva user.

Canva provide a lot of features such as design templates, fonts, animation, and so on. There are more than 400 million designs that available in 100 languages. Canva also claimed that there were more than 250.000 free template that is customizable for their users. Canva also provided the users to sharing their design easily. To use this technology, the users need a stable internet connection and able to access it on website or application (Utami & Suriyani Djamdjuri, 2021). Moreover, Canva user was divided into two, Canva Free and Canva Pro. Canva Free addressed for user who wants use Canva freely. For this user, there were some features and templates that locked or using watermark. While Canva Pro is for the user who wants more features and need to pay in due time. To conclude, Canva can be defines as an online graphic design media that accessible for people around the world and provide them varieties features.

1) Canva Profile

a) Canva logo



Figure 1.1 Canva Logo

b) Canva's home screen

Canva's home showed some a brief introduction of this application. There show up several templates that can be chosen by the users and general information of this application. The users need to log in or sign up before choose and creating their work.

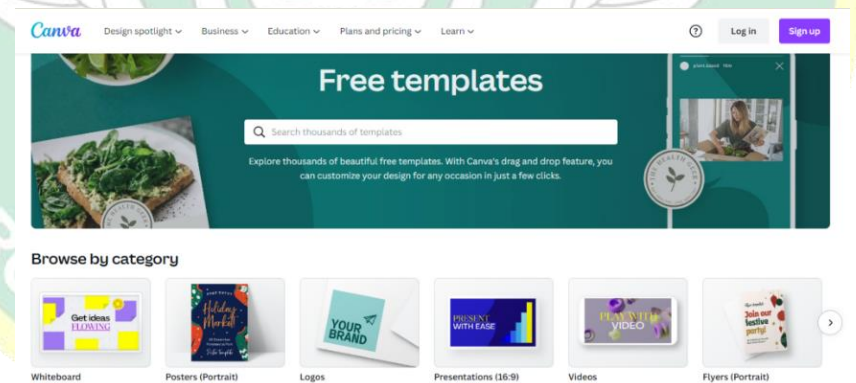


Figure 1.2 Canva's Home Screen

c) Canva's Templates

Canva is provide a lot of templates that can be choose such as posters, logos, presentation slides, flyers, videos, resume, banner, invitation letter, graph, and so on. The templates are available unpaid and paid templates.

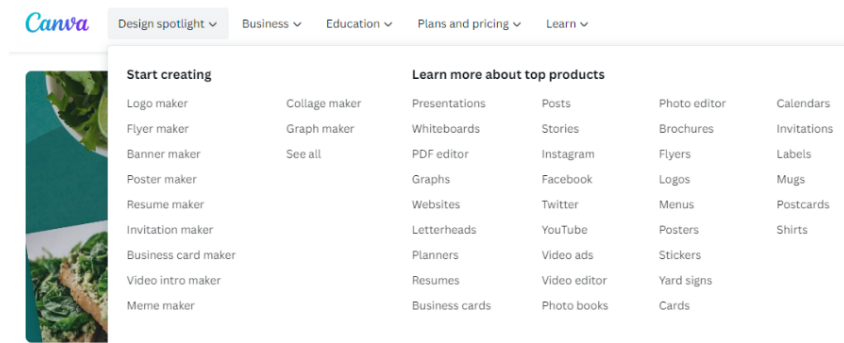


Figure 1.3 Canva's Templates

d) Canva's Features

There are some features that available while creating a design in Canva such as add photo, graph, templates, music, text, motion, or file. Some of those features are free to use but there is also paid features that only available for them who used Canva Premium.

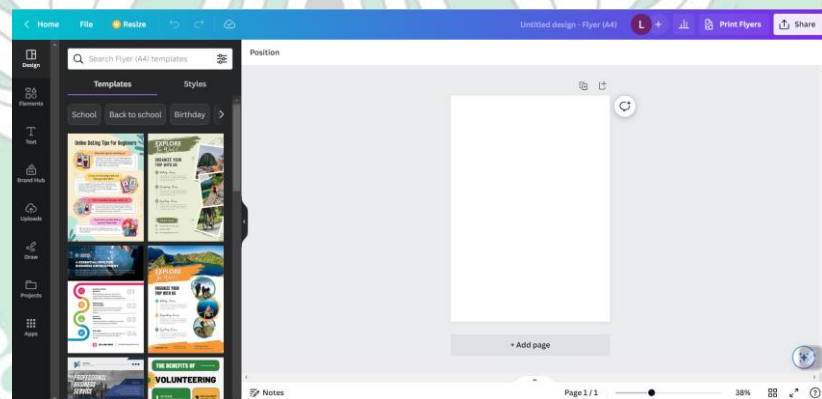


Figure 1.4 Canva's Edit Features

e) Canva Sharing Content

After finishing the content, the users are able to download and share their content in different types of files. The user also able to collaborate with their friends and will be able to connect and edit the same work. The quality of the content is customizable. In addition, some of the saving feature also restricted for the Canva Pro user only. Moreover, for the content

that used the Canva Pro element will be watermarked automatically.

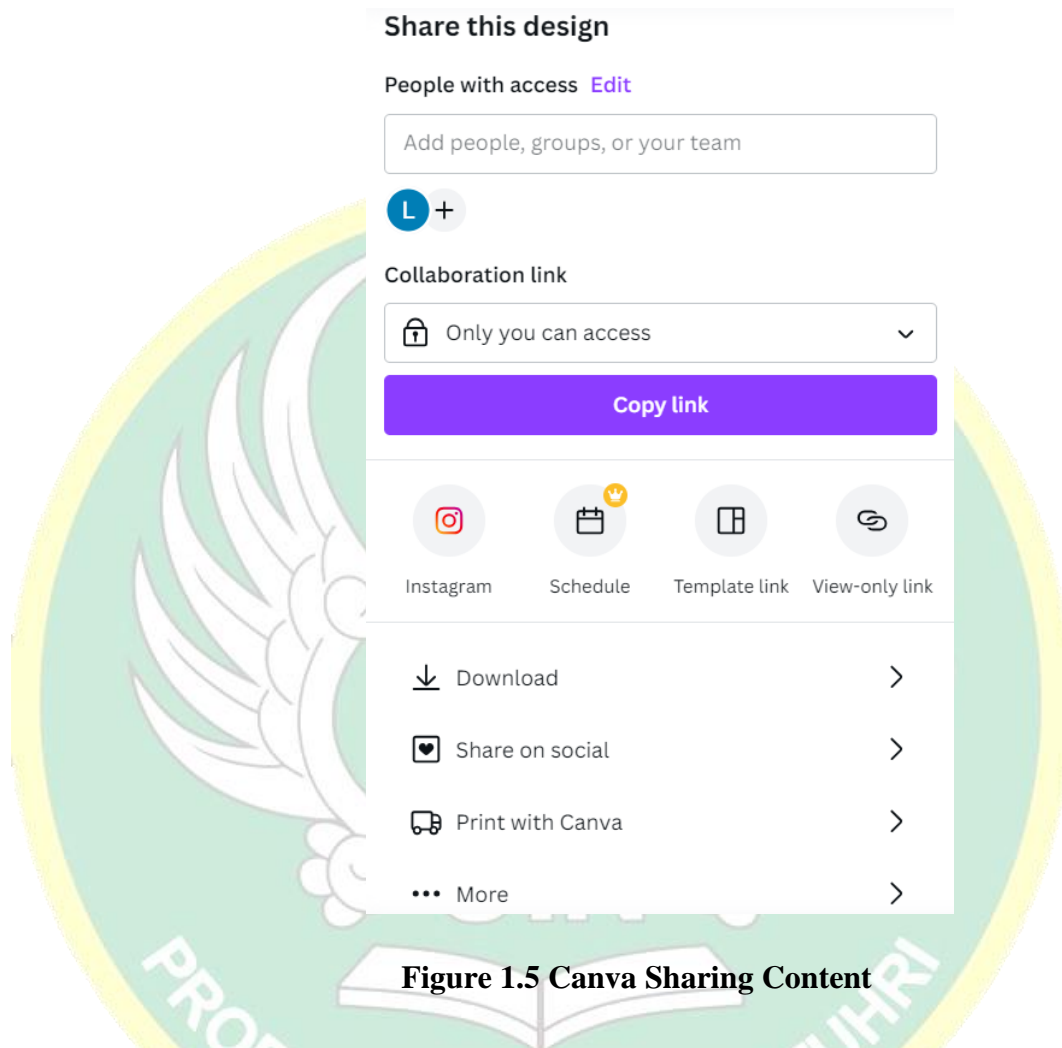


Figure 1.5 Canva Sharing Content

2) Differences between Canva Free and Canva Pro

Canva divide their user into two types, Canva Free and Canva Pro. Cited from the official website of Canva, here are some significant differences are explained as follow.

Features	Canva Free	Canva Pro
Graphic Templates	250,000	>450,000
Photo	200,000	>71 Millions
Audio	75	25,000

Features	Canva Free	Canva Pro
Graphic Element	57,000	4,5 Millions
Graphic Videos	13,000	2,5 Millions
Cloud Storage	5 GB	100 GB
Folder	2	Unlimited
Animation Effect	17	35
Brand Kits	-	✓
Background Eraser	-	✓
Resize File	-	✓
Scheduling Content	-	✓

Table 1.1 Differences Canva Free and Canva Pro

3) Step to Use Canva

Cited from the official website of Canva, here are some steps to use Canva:

- a) Open Canva, it can be via application or website (canva.com).
- b) Create a Canva account (if you do not have one) or log in into your Canva account.
- c) Choose your design template or make a custom size.
- d) Then, you can edit it by your own creativity and needs.
- e) Download your Canva creation and decide the quality of it.

4) Advantages and Disadvantages of Canva

The use of Canva is now widely integrated with the learning activity. There are a lot of teachers that already experienced in using Canva in recent years. The application of Canva through academic fields also gives some advantages and disadvantages of it. According to several studied, here are some advantages of the use of Canva in academic (Candra et al., 2022; Elsa & Anwar, 2021; Fauziyah et al., 2022; Fitria, 2022; Utami & Suriyani Djamdjuri, 2021; Yundayani, 2019).

- a) There are a lot of free features that accessible by the users

- b) The use of Canva gives students different experience in learning activity
- c) Student became more creative and innovative in expressing their feelings
- d) Easy to access in any gadgets such as smartphone, laptop, tablet, and computer
- e) Increasing student motivation in making an assessment

On the other hand, here are some of the disadvantages of using Canva (Candra et al., 2022; Elsa & Anwar, 2021; Fauziyah et al., 2022; Fitria, 2022; Utami & Suriyani Djamdjuri, 2021; Yundayani, 2019).

- a) To use Canva need a stable internet connection for the efficient result
- b) The users need to pay money for more features that are not accessible freely
- c) Canva do not have the local file storage so if the server is down, it can save the changes that already made

B. Previous Studies

There are some relative studies that discovered through this research. The first study is an undergraduate thesis by Arahman (2022) entitled "*The Use of Canva Media in The Development of English Learning for Grade 9 Junior High School*". This study discussed the use of Canva in developing English learning in Junior High School. This study was conducted by using quantitative and qualitative approach to gain the data. The researcher used questionnaire and student responses to gain the data. This research found out that Canva gives positive responses by the students. There are a lot of students who get more interested in learning activity using Canva in learning process. Comparing with this study, there are some differences and similarities. This study is same in focusing on the use of Canva in ELT. While the differences are on the object of study that in this study conducted to find out about how the Canva is used in ELT as assessment media. In

addition, the study above used the combination of quantitative and qualitative meanwhile this study, only use qualitative approach. Moreover, the study above used Junior High School as the subject of study while this study, used Vocational High School as the subject.

The second research is written by Fitria (2022) entitled *“Using Canva as Media for English Language Teaching (ELT) in Developing Creativity for Informatics Students”*. This research was conducted by using Quantitative approach and using descriptive qualitative as the method to gain the data. The researcher chooses the teachers and lecturers as the subject of this study. This result proved that the educators are able to use the Canva application in teaching English and create the material by it. While the differences are on the focus of the study. This study focusing the student as the subject of this paper.

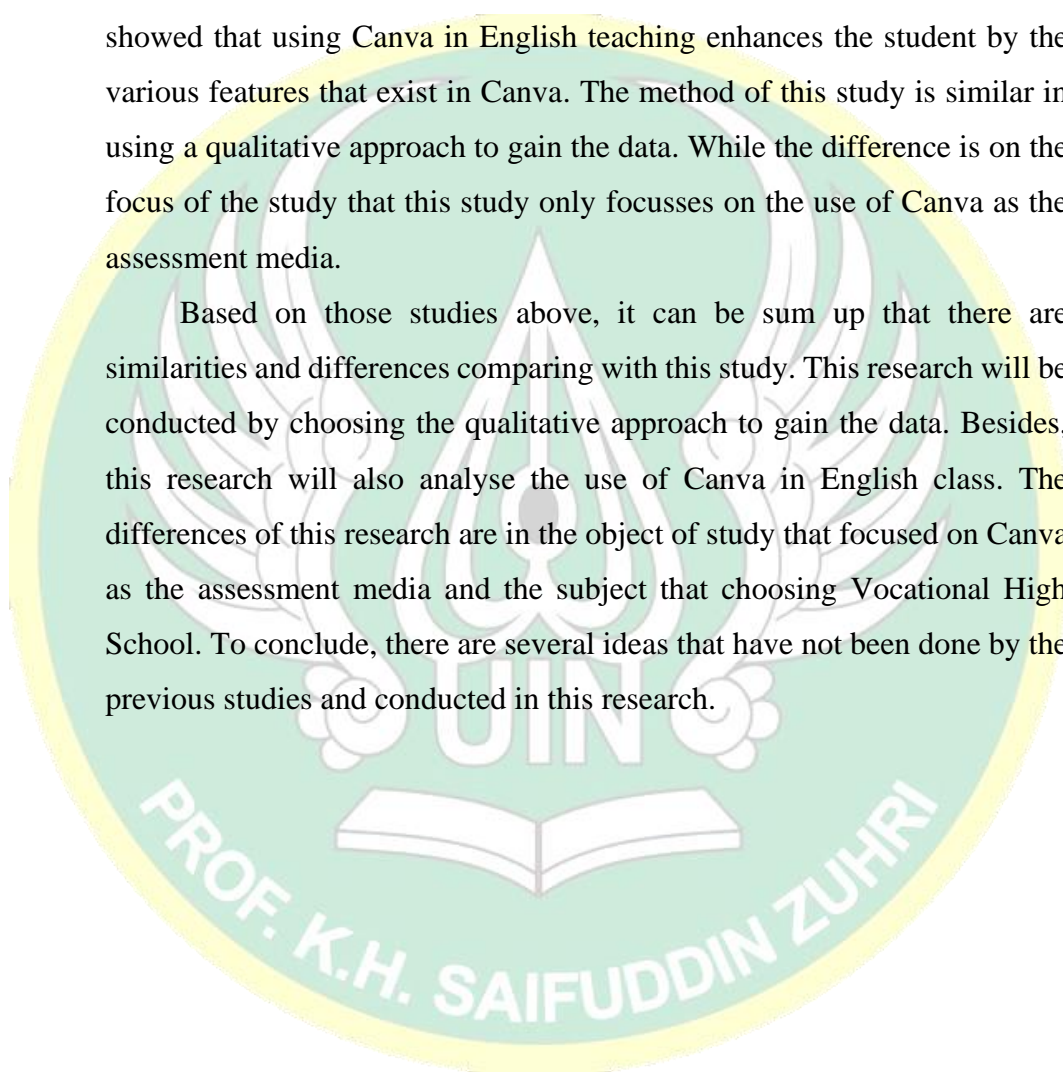
The third study was conducted by Zahra (2022) entitled *“An Analysis of Students’ Perception on The Use of Learning Video Trough Canva in Learning English at SMPN 4 Pekanbaru”*. This research was using the descriptive qualitative approach and held the second grade of SMPN 4 Pekanbaru. The results showed that the students are agreed of using Canva in learning activity. The student feels easier to understand the material and they also though that the use of Canva is creating the learning activity became more fun. The similarity of this study is on the approach that use the qualitative. While the different is on the object of the study which this study conducted to find out about how Canva used as the assessment medias. In addition, this study conducted on Vocational High School while the study above is on Junior High School.

The fourth study is directed by Cristina and Anwar (2021) entitled *“The Perception of Using Technology Canva Application as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand”*. This study is conducted in Loei, Thailand and using the quantitative and qualitative approaches. The researchers divided into two functions as the result of this study. There are supplement function and

substitution function. The similarity with this study is on the use of Canva in ELT. While the difference is on the methodology that this study used only qualitative approach.

The fifth study was conducted by Al Khoeri et.al (2021) entitled “*The Implementation of Canvas to Enhance English Teaching and Learning*”. This study was used the qualitative approach to gain the data. The result showed that using Canva in English teaching enhances the student by the various features that exist in Canva. The method of this study is similar in using a qualitative approach to gain the data. While the difference is on the focus of the study that this study only focusses on the use of Canva as the assessment media.

Based on those studies above, it can be sum up that there are similarities and differences comparing with this study. This research will be conducted by choosing the qualitative approach to gain the data. Besides, this research will also analyse the use of Canva in English class. The differences of this research are in the object of study that focused on Canva as the assessment media and the subject that choosing Vocational High School. To conclude, there are several ideas that have not been done by the previous studies and conducted in this research.



CHAPTER III

METHODOLOGY

This chapter presents the type of the research, research setting and participant, data source, data collection technique, and data analysis technique.

A. Type of the Research

This research used qualitative approach to gain the data. Qualitative is a research method that used the analysis, interprets texts, and interview in order to discover about the particular phenomenon (Auerbach & Silverstein, 2003). Qualitative research can also be defined as the research that focusing on understanding the problem in detail rather than in general. Specifically, this research used descriptive qualitative method to gain the data. The data of this research was conducted by observing the place and interview the teacher. This study was conducted in order to find about the implementation of Canva as the assessment media in English class at SMK Diponegoro 3 Kedungbanteng.

B. Time and Place of Research

This research took place in SMK Diponegoro 3 Kedungbanteng. It was chosen by considering some reasons. First, this school already used Canva as the assessment medias for a year which means that the student already familiar with the use of this application. Secondly, there are four different majors in this school such as Accountant, Visual Communication Design, Office Automation and Governance, and Light Vehicle Engineering. It showed that not every major is interested, need, and able to use ICT in class. Third, this school is the only vocational school that existed in this district. This study conducted in the first semester of 2023/2024 academic year start from June until August 2023.

C. Subject and Object of the Research

1. Subject of the Research

The main subject or the informants of this research were one English teacher and students from the 10th grade of SMK Diponegoro 3 Kedungbanteng. The English teacher that was chosen was the main English teacher in this school, which refers to as the Teacher A in this study.

Otherwise, there are 4 English teachers in this school but two of them taught English in order to help the learning activity and not from the English Education major. While the other one English teacher also worked as the Head of this school so, he is rarely teaching in class. While the 10th grade was chosen because they already used the newest curriculum and chosen by the teacher A. Moreover, the 10th grade was gradually used Canva since last year. In addition, the 10th grade was chosen because in this year, this school have limited classroom. While 11th grade that usually participated in job training (PKL) every year, now is abolished. As the result, shift system was applied since July 2023. As for 11th and 12th grade the lesson time was reduce to 1x25 minutes. Furthermore, as for 11th grade, the lesson time was started from 10.30 a.m until 03.00 p.m. While 10th grade are used the normal time schedule. Considering this problem, the teacher was not able to used Canva as the assessment media because of limited time to teach in English class.

The 10th grade consists of 8 classes but, in this study, only one class that was chosen. It was considered the class that only taught by the Teacher A that was chosen. There were two classes of 10th grade that taught by the Teacher A consisting of Accountant and Light Vehicle Engineering. Moreover, most of the Light Vehicle Engineering students are not interested of the use of Canva so the teacher not used in this class frequently. In addition, there are some majors that the learning activity is only focusing on practice so the other subject especially English is not gained much attention by the students. Considering this reason, this research was obtained only for 10th grade of Accountant class. This class is consisted by 23 female students.

2. Object of the Research

The object of this study was the use of Canva as assessment media in English class at SMK Diponegoro 3 Kedungbanteng. The aim is to describe in detail about how the teacher use Canva as the assessment media in English class from the planning, implementing, and evaluating.

Furthermore, it also discovered about the advantages and disadvantages of it.

D. Technique of Data Collection

The purpose of the research was to gain the data. The data of this research obtained by:

1. Observation

Observation is a method that surveillance the subject for every phenomenon and process. Gor man and Clayton (2005:40) also defined observation as the study that required a systematic recording of a phenomenon that able to observe in natural circumstance. Another words, observation can be defined as a study that conducted to analyzing the phenomenon in relief environment. Fraenklen and Wallen (2009) mentioned that there are two types of observation; participant observation and non-participant observation. Participant observation refers to the observation that the researcher is actually participate in the situation. While non-participant observation is an observation that the researcher is not participate in the activity that being observed.

In this research, the non-participant observation was chosen in order to gain the data. In this part, the researcher only observes and takes the data. Moreover, this was completed by using field notes and voice recorder to record the data. The result of the voice recorder than transcribed to captured the data. The field notes instrument used to capture the learning activity and how teacher conduct their student in using assessment media in class. This observation was done in two weeks by four times of observation. The first observation was conducted on 1 August 2023. Then, continued with the second observation on 3 August 2023. The third observation was held on 8 August 2023. Then, the last observation was on 10 August 2023.

2. Interview

Interview is one of the data collection technique that the researcher doing the face to face communication to the informant to gain the data (Abdullah, 2015). The interview method also divided into three types

(Fraenklen and Wallen, 2009): structured interview, semi structured interview, and unstructured or informal interviews. The structured interview contains the specific topic that will be asked. Usually, the interviewer already prepared about the question and only need to checklist the questions. Semi structured interview defines as the interview that combines designed question and open question in order to find specific information. While unstructured interview, only carry out the general topic.

In this study, the semi structured interview was used as the collecting data. The questions were formed by using the theory of assessing student with digital media by several studies. The interview was done for the teacher and students. For the students, they were chosen randomly. Moreover, this interview was participated by seven students. The interview was recorded in order to obtain the details that happen in class. The result of voice recorder than transcribed to make it easier in acquire the data. The Interview was held on 24 July-23 August 2023.

3. Documentations

Documentation is a technique that shows the actuality of the data. The data that gained by using documentation is refers to seconder data. In this research, the documentation used document analysis (Module) and students work. The use of module as the document data is consider to the application of Merdeka Curriculum which change from RPP (Lesson Plan) to Module. As for document analysis, it made a comparison between module and the activity in class. After that, the students' works of making assessment in Canva taken as data documentation.

E. Technique of Data Analysis

Adapting from analysis model by Miles and Huberman (1994), the data that gain from this research analysed by:

1. Data reduction

The data of interviews was decrease for those whom out of the topic, ambiguous, and unsynchronised answer. After that, every data of the

instrument was grouping into the several topics. At the end, this research only used the data that sustainable and trusted data.

2. Display data

In this step, the researcher analysed the reduced data and display by using descriptive text. This research used the table and charts to make it organised and structured. Thus, help the readers to easier in understand the data. To continue with, every table and charts have explanation of the symbols.

3. Drawing conclusion

In drawing conclusion, the researcher compared the interview data and explained it depends on the researcher's knowledge. To continue, the researcher also provided the point of view of the researcher and observer.

4. Triangulation

Triangulation is referred to the technique that combines some of the methods to analyse the data (Denzin & Lincoln, 2009). The purposes of triangulation are to discover about the truth of the phenomenon so the data will valid. There are four types of triangulations; (1) Methodology triangulation (2) source triangulation (3) theory triangulation (4) the researchers triangulations.

In this research, methodology triangulation used to analyse the data by comparing the result of the observation, interview, and documentation, in order to find the exact data. Methodological triangulation defines as the triangulation method that use multiple methods to conduct the study (Bekhet & Zauszniewski, 2012). To make a validation of the data, the researcher used the different perceptions to gain the truth of the data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter aims to answer the research question comprehensively and present the result of the study. The data was organized based on the result of interview and documentation. The collecting data was obtained on 10th grade AKL 2 (Accountant) of SMK Diponegoro 3 Kedungbanteng. In this part, the result will be explained in details. The data was collected from July until August 2023 at SMK Diponegoro 3 Kedungbanteng. The subject of interview were the Teacher A and students from the 10th grade. The research finding obtain about how Canva is used as the assessment media in learning activity and the understanding of teacher and student about it. The goal of this research is to describe about the phenomenon of the use Canva as assessment media in English class.

A. The Use Canva as The Assessment Media in English Class

The election of Canva was decided by the Teacher A while she was on her study of *Program Pendidikan Profesi Guru (PPG)*. While studying, she was introduced a Canva as assessment media and apparently applied on her class. She has experienced five years as a teacher and since 2022, she chose Canva as the assessment media specifically in her class.

“As a teacher, we have to be able to collaborate between the technology and learning activity. Moreover, when I was studying for my PPG, I found that we have to be able to integrate the technology not only for teacher, but also student. Student must be active in learning activity. The reason why I choose Canva is because it is easy to use. Before we decide what kind of technology that we use, as a teacher, we have to master it before.”

This statement shows that the Teacher A chose Canva because it is easy to use and understandable for the student. Moreover, the utilizing of Canva is also considered to make the student become more active in class. In line with the theory stated that the application of online media in assessing students potentially enriches the learning process (Perera-Diltz & Moe, 2014). The teacher wants to make a more interactive environment for the students, so they

are not just listening to the material, but they also have to be active. She also mentioned that the teacher must be master the technology that they will used first before it is practiced to their students. Another words, before the teacher decides to use this application, she is already considered about her ability to use the application. To sum up, there were some reasons of the election of Canva as assessment media such as the convenience, capability, and to make a new active environment for the students.

At the first time, Teacher A was hesitant about whether her student would be able to understand and used Canva. But, after the trial, she found the excitement and a good result of it so, she decided to use it frequently.

“At first, I thought that student was clueless, couldn't do it and didn't understand that at all. But it turns out that when I use Canva, they are very creative. When I saw the results, they work beyond my expectations. I thought it would be standard or even they couldn't do it at all, but it turns out good. So, I finally decided to use Canva again and again.”

This statement indicates that student shows a good performance of using Canva as the assessment media. The use of Canva was applied on 10th and 11th grade of four majors that existed in this school. It consists of Accountant, Visual Communication Design, Office Automation and Governance, and Light Vehicle Engineering. Moreover, Teacher A chose Canva to provide the formative assessment in class. The use of Canva is applied for formative assessment, which is held at the end of the material. She also added that she only used Canva as the assessment media rather than other application because this is the one that she had already mastered. She also added that a teacher must master the media first before their students. Moreover, the application of Canva in English class has just been applied since last year.

The use of Canva as the assessment media described as follows.

1. Planning

Based on the interview, the teacher has no special preparation to use Canva as the assessment media for students. The teacher tends to adjust the use of Canva and the material that will be learned.

“No, there is no special preparation. I adjust to the material.”

Otherwise, the observation result showed that before using Canva as an assessment Media, the teacher was only making sure that students already understood the material. In addition, the teacher also carefully chooses how Canva will be used as the assessment Media and how Canva can provide the evaluation based on the material.

2. Implementing

Canva as an assessment media has been used since last year. This application is used primarily for formative assessments at the end of each material.

The first observation was held on 1 August 2023. In this meeting, Teacher A reviews the previous material and gives the students a chance to ask and answer the teacher's questions. Furthermore, Teacher A also gave the student task activity in the student worksheet for twenty minutes. The students are active in answering the teacher's questions. At the end of this meeting, Teacher A explained the next activity about making an assignment using Canva and asked the students to prepare.

“So, for the next meeting, after we discussed about task 5, we will work in a group. How many students in this class? 23? okay, so there will be 6 groups. One group will consist by 3 or 4 students. Then, each group will find a descriptive text about people and create a Canva slide about it. Who is that? It is up to you. It can be your idol, K-Pop, V or whoever. It is up to you. The most important thing is it should be people, famous people. Artist, singer, idol, or whoever. That is for the next meeting. The group will be chosen by yourself and decide in the next meeting.”

Before the teacher ended the meeting, she explained several activities that would be held in the next meeting. The student was divided into six groups, with one group consisting of 3-4 students. After that, the student was asked to find the descriptive text about the famous figure and create a slide using Canva. The person was not limited by Teacher A.

The second observation was held on 3 August 2023. In this meeting, Teacher A asked the students about their understanding of the Canva and

ensured they were ready to use it. The teacher also gives some instructions about what and how to use it. It can be shown in the figure below.



Figure 2.1 Teacher's Instruction

According to this picture, the teacher explains an instruction about the task that will be given. The teacher explained it orally as follows.

“After you find the text. You can copy the text to Canva and make slides. What you have to do is find the generic structure, action verb, and adjective. So, in the slide of your presentation, you have to write down the first is structure. The structure of descriptive text divided into two, identification and description. And the second one is action verb. As much as you can find. The third one, you have to find the adjective. So, the answer you can edit it directly in Canva.”

After making sure that every student could use it, the teacher gave instructions about the assignment and asked the students to decide their group. The project was worked in teams; one group consisted of 3-4 students. The teacher instructed the students to find a text that describes their idol and then make a slide using Canva. The teacher supervised this activity. The group that had not completed their work they were able to take it as homework.

“Okay, because the time is up. You can finish your group work at home. You can finish it after school or when you have free time. For the next meeting. We will meet again on Tuesday. On Tuesday next week, the work should be done. After that, you can present your work using Canva.”

The third observation was held on 8 August 2023. In this meeting, the teacher allows two groups to present their work that can be seen in the figure bellow.



Figure 3.1 Student Presentation

Based on this figure, there are several students who presented their work on Canva. The presentation activity finished in two meetings. After the students presenting their work, the teacher gives other groups to ask and give an opinion as explained bellow.

“We are going to present your work discussion. You can share your Canva link with the class group. After that you can present it in front of your friends. Have you finished it? Today, maybe there will be one or two groups that will present. For each presentation, I give you three chance to ask or give an opinion of your friend presentation.”

Before they present their work, they have to share the Canva link in the class group. After that, the teacher gives the other group three chances to comment on the presentation. Two groups present their work in this meeting. At the end of the presentation, the teacher gave feedback and a review. In this meeting, the presentation is not running well. There are some students that is not ready to present their work. There were also some groups that still not completed the tasked. Moreover, the student were afraid to ask and give their opinion. In addition, the teacher also asked the

rest of group that is not present their work yet to become more prepared and give chance for them to accomplish their work based on the review.

The fifth observation was held on 10 August 2023. At the beginning, the teacher reviewed the previous meeting. After that, the student was asked to prepare their presentation. This meeting was done by finishing the rest of the group presentation. There were four groups left to present their work. In this meeting, students became more active to giving their opinion about the other presentation. At the end of the meeting, the teacher summarised the material already explained and ensured that the student understood it.

To sum up, using Canva as the assessment media used for formative assessment starts from meeting 2. In this meeting, the teacher asked the student to create slides using Canva. Moreover, the result of student work was presented by the group. Furthermore, the teacher gave the students a chance to state their opinions about each group's presentation. The presentation was held two times. At first, the student was not active and hesitant to give their idea. Each group was expected to have a maximum of three questioners, but in fact, only one to two students asked and gave their opinions. For the second presentation, the student became more active and pleasant to ask and provide their opinion. In line with this statement, Badge (2008) stated that using digital media could encourage practitioners to be more active and controlled. The student also became not hesitant in correcting the presenter's work. At the end of each presentation, the teacher always gave feedback.

Moreover, in other conditions, the use of Canva as the assessment media in this school not only for creating slides but also for other works such as flyers, posters, and memos.

“As a tool, media also helps them express their creativity. For example, yesterday, they made a memo using the layout. Then, they made the memo decorated with cute templates. Before that, they also made a menu. Where students are usually told to write, now they use Canva. So, it's easier and more varied, and colourful too. At that time,

there was recount text material. We made slides and presented the discussion results using Canva.”

That statement indicates that the teacher used Canva for different types of assessment. Not only slides but also other types of design graphic such as flyers, posters, and memos. The teacher also expected that the use of it to make the student more accessible and more creative. After that, the student must present all of those works in front of the class using Canva as the media. To sum up, Canva was used for several assignments, such as slides, posters, memos, and flyers.



Figure 4.1 Flyer Menu

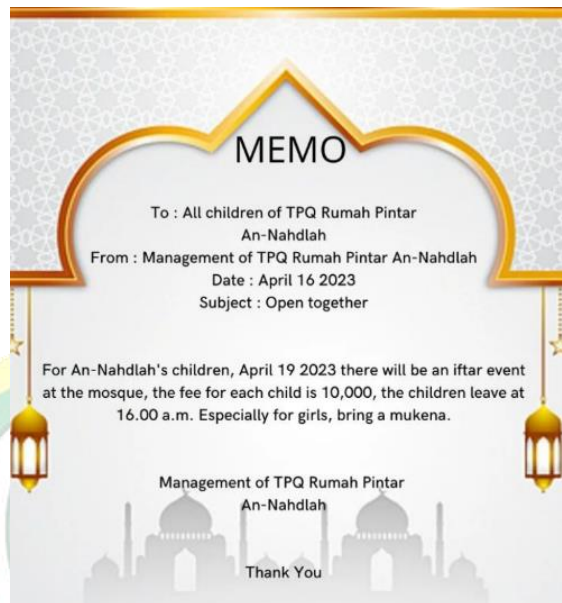


Figure 4.2 Memo

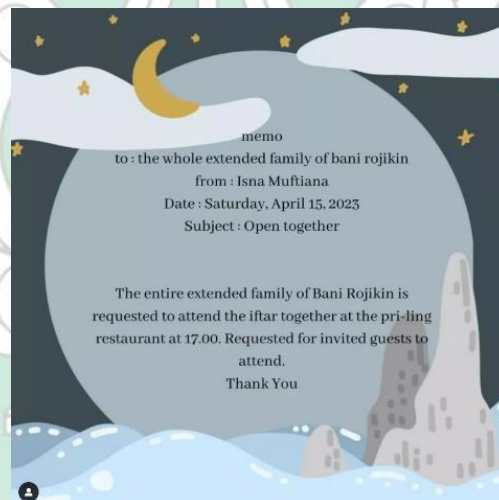


Figure 4.3 Invitation Letter

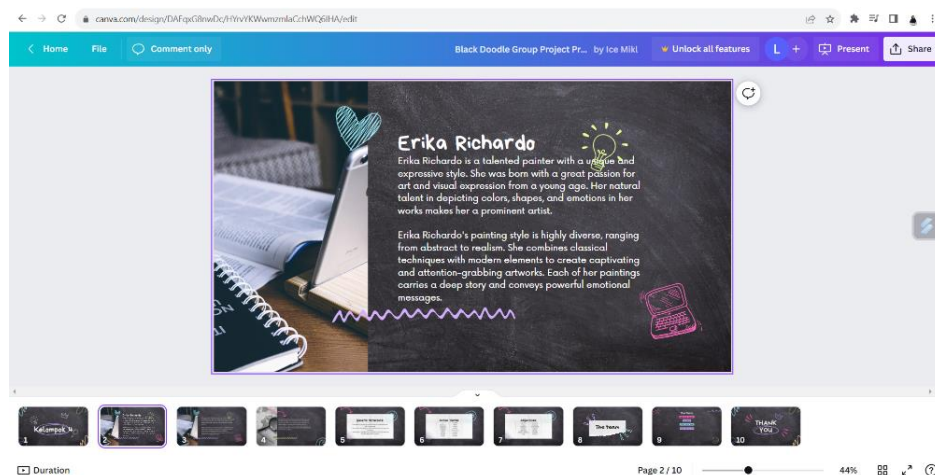


Figure 4.4 Slides

3. Evaluating

The use of Canva as the assessment media was only focused on formative assessment. The use of this application was held at the end of each material. Furthermore, it was formed to evaluate student speaking and writing skills.

“Reading skills are not. But it is able for speaking skills. So, the results of student assignments using Canva will be presented. That is for speaking. Writing also able to evaluate. They can create it on Canva.”

In evaluating the student's work, the teacher gives two types of evaluation: written and spoken. As for spoken evaluation, the teacher gave feedback to each group after doing the presentation. The teacher commented on the task's completeness (including the text, structure, action verbs, and adjectives). Furthermore, the teacher gives feedback as follows:

Group	Teacher's feedback
Group 1	<ul style="list-style-type: none"> • The presentation is good, but it should present a slide • The work was incomplete • There are no identification, description, or action verb
Group 2	<ul style="list-style-type: none"> • The content of the text must be easy to understand

Group	Teacher's feedback
	<ul style="list-style-type: none"> There is no structure
Group 3	<ul style="list-style-type: none"> The result is complete but, have to pay attention in the structure of the text Achievement is not the part of the structure.
Group 4	<ul style="list-style-type: none"> The work is good and complete There are some mistakes in grammar and spelling
Group 5	<ul style="list-style-type: none"> The work is incomplete Be careful in translating the text There are a lot of grammar mistake and spelling
Group 6	<ul style="list-style-type: none"> The presentation is good but, the work is incomplete There is no language feature

Table 2.1 Teacher's Feedback

For the written evaluation, the teacher gave an assessment according to the following rubric.

a) Speaking Skills (presenting oral descriptive text)

Tujuan : Peserta didik mampu mempresentasikan descriptive text lisan di hadapan kelas dengan penuh tanggungjawab

Jenis : Unjuk Kerja

Rubrik :

Aspek	Skor	Kriteria
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami
Fluency	5	Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu
	1	Berbicara terputus-putus
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami

Table 3.1 Speaking Rubric

b) Analysing the Structure of Descriptive Text

Tujuan : Disediakan descriptive text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri.

Jenis : Tes Tertulis (Menganalisis dan menerjemahkan Noun Phrase)

Rubrik :

Skor	Kriteria
10	Peserta didik tepat memberi nomor untuk 10 frase
8	Peserta didik tepat memberi nomor untuk 8 frase
6	Peserta didik tepat memberi nomor untuk 6 frase
4	Peserta didik tepat memberi nomor untuk 4 frase
2	Peserta didik tidak memahami instruksi soal dan tidak mengerjakan

Table 3.2 Writing Rubric

c) Writing (creating descriptive text)

Tujuan : Peserta didik mampu membuat descriptive text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

Jenis : Tes Tertulis

Rubrik :

Aspek	Skor	Kriteria
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang-kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
Grammar	1	Sangat terbatas
	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
Struktur	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami
	5	Urut dan sesuai struktur teks
	4	Ada bagian tidak sesuai namun tidak terlalu berpengaruh
	3	Ada bagian tidak sesuai, masih dapat diterima
	2	Ada sedikit kesesuaian struktur
Konten/Isi	1	Tidak sesuai struktur teks
	5	Sangat jelas keterpaduan gagasan antar paragraf
	4	Cukup menunjukkan keterpaduan gagasan antar paragraf
	3	Keterpaduan gagasan antar paragraf sudah terlihat
	2	Ada sedikit keterpaduan gagasan antar paragraf
1	Tidak ada keterpaduan gagasan antar paragraf	

Table 3.3 Writing Rubric

The teacher evaluated the student's speaking and writing skills based on those rubrics. As for the speaking skills, the teacher evaluates them individually while presenting the material. The teacher assesses directly while observing the student. On the other hand, the writing skill was evaluated in a group. In addition, in this evaluation, the student from the

same group will have the same score based on their written work. The written evaluation includes content (descriptive text), language feature (adjective, action verbs), and structure (identification, description). In the end, those percentages will be divided by three and become the final score.

B. Advantages and Disadvantages of the Use of Canva as Assessment Media

This subchapter discussed the advantages and disadvantages of the use of Canva as an assessment media from Teacher A and student. Moreover, the theory displayed in Chapter II will be used as the comparison by the data gained. The advantages and disadvantages describe as follow:

1. Advantages of the Use of Canva as Assessment Media

Based on the data result, here are several advantages that found about the use of Canva as the assessment media.

a. Practical and Easy to Use

The students from the 10th grade of this school became the third class who experienced the use Canva as the assessment media. Based on the interview, some students already understood what is Canva and how to use it since they had been experienced in using Canva since Junior High School. Their statement also supported the teacher judgement of the understanding of the use of Canva.

“No, this is not my first time to use Canva. I already used Canva to do the English subject task when I was in Junior High School. It started when I was in 9th grade.”

This statement showed that this student was already familiar with Canva and understand how to use it. It also discovered that using Canva as the assessment media was not the first time evaluating the students in English class. On the other hand, there were also student who knew the existence of Canva when they studied in this school.

“Canva is an editing media and we often use it these days for Informatics and English subjects. The first time I know Canva is when I study in this Vocational High School. I never knew and used it before but, it is quite easy to understand for me.”

This statement shows that the student recognizes Canva as the editing medias and assessment media in school. Moreover, this was also her first time to acknowledge Canva and how to use it. It also discovered that the student finds fewer difficulties than expected while using Canva since it is the first time. To sum up, Canva is easy to understand even for those who never experienced using it.

To sum up, the use of Canva is understandable for student. Some student may not be experienced in using Canva but it is not obstructing the function of it. Furthermore, some students already used Canva as an assessment media in Junior High School. Ultimately, using Canva as the assessment media is knowledgeable and accessible for every student.

This statement also supported by Teacher an idea. After the frequent application, Teacher A stated that the use of Canva is easy to understand by their student.

“Canva can be accessed by application or website. It also easy to use and there are a lot of templates, sticker, and layouts. There is also Canva-Pro but it is not free. Canva also have an option to use in different languages, not just English, so I think the student will easily understand. Even if there is no “*Bahasa*” option, I think they will understand because there is also a symbol in it.”

This statement indicates that the teacher understands the Canva application well and is already familiar with it. She also added that the Canva is easy to access for student. It was indicated by the accessibility by the website or application. There are two types of Canva users the: regular Canva and Canva-Pro. The difference is on the Canva-Pro that is paid. Moreover, the statement also indicates that the teacher concerns the selection of using Canva. To sum up, the election of Canva to become the assessment media was chosen due to some beneficial and practical of it.

That statement shows that Canva has already passed the category of utilizing the digital media in assessing student that should be practical and efficient (Fulcher & Davidson, 2007).

b. Engage the Student Interest

The use Canva as the assessment medias is also considered attractive by students.

“I think it is more interesting to use Canva rather than not. It also changed my perspective that English is not that scary.”

“I feel more interested.”

“I interested to use Canva but I don’t have it in my device.”

Those statements indicate the use of Canva as the assessment media engaging student interest in learning English. Some students also think that using this application changed their perception of learning English. Before that, they thought that English was such a scary lesson, but they felt less scared after it. Other opinion also stated that the use of Canva engage their interest in learning English. To sum up, using Canva as the assessment media engages the student interest in learning English.

In line with that statement, Teacher A also stated that.

“Students are feeling happy because it is not like usual where they still used textbooks and write or even photocopied paper that is still conventional. But not, they can use smartphone. So, smartphone use will be more maximal not only for chatting, browsing, and social media.”

This statement showed that using Canva makes students happier in learning activity. Before using Canva, they are used to a conventional method such as writing on a textbook or photocopying paper. The teacher also considers that the use of Canva for assessing student will also maximize smartphone use. As a result, the student understands that smartphone is used for chatting, browsing, or social media, and learning activity.

Arahman (2022) stated that the use of Canva engages the student interest in learning process. This research also stated that student gives the positive response while using it. Another study also recorded that Canva helps students understand the material and create a fun environment in the learning process through the variative features provided in Canva (Khoeri et al., 2021).

c. Increase Student Understanding

The use of Canva also affecting to the student grades. The teacher stated that the use of Canva increasing the student understanding so that they have a better score than before.

“Yes, I think it changes to be better. Because, like it or not they must be able to use the Canva.”

“The result is good enough I think, although there is still a drawback of it.”

That statements indicated that using Canva as the assessment media gives a good result for student. It is proven by their score that they are getting better than before using Canva. The teacher also already satisfied with the progress of their student.

In line with this argument, the student also stated.

“I feel more understand rather not using Canva.”

In addition, she also stated that the use of Canva is increasing the student creativity.

“As the tool also as the media to helps the student to expressing their creativity.”

“The use of Canva is very effective. I also startled. At first, I thought that student was clueless, couldn't do it and didn't understand it. But it turns out that when I use Canva, they are very creative. When I saw the results, they worked beyond my expectations. I thought it would be standard or even they couldn't do it at all, but it turns out good. So, I finally decided to use Canva again and again.”

As stated by Teacher A, the use of Canva brings up the student creativity. Some of them may have an idea to become more creative in working their assignment but do not know how to express it. Through Canva, they are able to express their creativity freely without dereliction of their work. Indeed, it was turn out better than her expected. This also the reason why the Teacher A thinks that the use of Canva is effective for them.

d. Canva Provides a Lot of Features

Canva is well known as the application that provides a lot of features as mentioned by the students bellow.

“It is easier; I just need to change the template. It also more practical.”

“I don’t need to overthink. There are a lot of templates, I just need to change the content.”

“It makes the learning activity easier. For example, the teacher asked us to use Canva if there is a task. There is a lot of templates too.”

Based on those statements, the student feels easier to use Canva in learning activity. As claimed by Canva, they provide more than 250,000 free templates for their user. Moreover, the templates provided were able to be edited and customized by the student (Utami & Suriyani Djamdjuri, 2021). Students only need to change the content as creatively as they want. This helps the student to finished their work more easily and also shows that using Canva is practical for them in making assessments. On the other side, there are also students who feels easier to understand the material by using Canva as the assessing media. While student transfer their work to Canva, unconsciously, they double checking their work, which also made them to became more thorough in their work. To sum up, the use of Canva in assessing is easier for the student because there are a lot of customizable templates. They also think it is practical and made it easier to understand the material.

Moreover, Teacher A also mentioned that the use of Canva is accessible by the students. She also mentioned that Canva is provides a variation sticker and templates.

“They can access it easily. Furthermore, it is also easy to use with many templates and stickers.”

In line with this, some of studies also stated that the use of Canva in academics is gives a lot of benefits such as, easy to access, providing a lot of free templates, engaging the student creativity, and experiencing something new for the students (Candra et al., 2022; Elsa & Anwar,

2021; Fauziyah et al., 2022; Fitria, 2022; Utami & Suriyani Djamdjuri, 2021; Yundayani, 2019).

2. Disadvantages of the Use of Canva as Assessment Media

The use of Canva as the assessment media not only gives the advantages but some things mentioned by both student and teacher about the difficulties of it.

a. Canva Need a Good Internet Connection

Canva is well known as the online medias so it needs a good internet connection. Some of the problems mentioned by student as follow.

“I felt difficult in moving the elements”

“The application size (Megabyte) is big. It also has to be pro and saving the content takes a long time.”

“The signal is difficult. Especially, I lived in the mountain so, the signal is quite troubled.”

“Sometimes, it is lagging.”

Those statements indicates that some problems were faced by the students. Some students are having problem with their signal. Moreover, the use of Canva is only available in online with a stable internet connection. The student also mentioned that those living in a difficult internet area are having a more challenging time because the signal is not sound. The unstable internet connection also caused problems such as the lagging, unsaved documents, loading, and taking longer to save the content. Besides the signal problem, students also have difficulties in the application that needs a lot of space because the size (Mega Byte) is big. This problem can be solved by using Canva from website not from application.

b. The Unsupported Facilities

The other difficulty is recorded by the teacher that stated.

“So, there are 4 majors in this school; Accountant, Visual Communication Design, Office Automation and Governance, and Light Vehicle Engineering. The most uncooperative major is Light Vehicle Engineering. Maybe because all of the student are

male, so it is difficult. The problem is that some students do not have smartphones and their memory runs out.”

From those statements, it indicates that the teacher has difficulties in applying Canva as the assessment medias. The teacher mentioned that not all of the major are available to use this method because of the uncooperative student. Furthermore, the teacher also finds another problem in using Canva for assessing, such as some students who do not have smartphones and students who have smartphones but their memory is running out. To sum up, there are several problems faced by the teacher such as the uncooperative student, some student who do not have gadgets, and student who have gadgets but their memory runs out.

In line with those statements, some studies also found the same problems in applying online media for assessing the students. As recorded by several studies, the teacher and student faced the same difficulties such as network, gadgets, and errors while using it (As Sabiq & Fahmi, 2020; Elsa & Anwar, 2021; Janah et al., 2022; Mualim et al., 2019). Those errors are distracting but uncontrollable at the same time. As a result, if things happen, online media use became less optimal.

c. Canva-Free and Canva-Pro

The other problem is mentioned by student that stated.

“There are several features that only available in pro version it also takes a long time to save the content.”

It is commonly well known for the Canva user that it is divided into two: Canva-Free and Canva-Pro. Each user has significant differences in the features and payment. Furthermore, some content is unavailable and only opened if the user uses Canva-Pro. As mentioned in the previous chapter, Canva-Pro is subscriber program for them who want many more features that can only accessed by them who paid it every month. While in fact, sometimes the content needed by the user is

only available if they used Canva-Pro. To sum up, the students are feels limited by the Canva-Pro.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter describes the findings' resume based on the observation and interview result from the previous chapter. The conclusion was discovered about using Canva as the assessment media in 10th grade of SMK Diponegoro 3 Kedungbanteng.

A. Conclusion

This study conducted a descriptive study that aims to describe the use of Canva as the assessment media in 10th grade of SMK Diponegoro 3 Kedungbanteng. This study started from July to August 2023 and in the academic year 2023/2024. This study's data was conducted using observation, interview, and documentation. The finding showed that in this school, Canva used as the assessment media in learning English. Specifically, in formative assessment. Moreover, it is only applied for 10th and 11th grade considering the difference curriculum that used.

The use of Canva was done for several steps: planning, implementing, and evaluating. In planning, the teacher carefully chooses what is the project that will be used and adjust to the material and how she will evaluate the student works. While in implementation, the teacher finished it in several meetings. In the first meeting, the teacher delivered material like usual and continued by giving students tasks that were provide in the book. In the next meeting, the teacher asked the students to work in groups and create slides on Canva about descriptive text about their idol. The third and fourth meetings ended with presentation with a total of 6 group using Canva. As for evaluating, the teacher gave two types of evaluations: written and spoken evaluation. The spoken review was given by providing feedback at the end of each group presentation. While written evaluation was evaluated by the student work at Canva.

Several benefits mentioned by Teacher A and student. The practical and many features provided are pointed as the one of the advantages of this application. Those made the learning process more fun and engaged student

interest in learning English. In addition, the use of Canva also increasing the student grade. To sum up, some advantages perceived such as practical, efficiency, attractive, and increasing student grades.

On the other hand, the use of Canva also encountered some difficulties. Many of the students are mentioned that they have problem in signal. The signal error caused several problems such as lagging and takes longer time to save the content. In addition, there are some features that only opened for the user of Canva-Pro. Where they have to paid monthly to open the features. Furthermore, the amount size (Mega Byte) of application is also big and deplete the smartphone storage for some of student. As for teacher, she also mentioned that there are some of the students who are uncooperative in using Canva for their class so, the teacher tends to not use it in that condition. To sum up, there are several problems that faced by the student and teacher such as; internet connection, the size of application that is big, Canva-Pro, and uncooperative student.

B. Suggestion

Based on the research findings in the previous chapter, the research would like to deliver some suggestions as follow:

1. For Teacher

The result of this study hopes can support the teacher in utilizing the use of Canva to be more creative. Moreover, through this study, the teacher able to evaluate the use of Canva and expiate the problems that was found by this research.

2. For School

Through this research, the school expected to pay more attention in what the student and teacher needs for the teaching process. The better facilities will also create a better environment and cosiness both for the teacher and student.

3. For Other Researcher

Through this study, it expected to be useful for the better studies in the future. Moreover, it also expected to be reference for this issue.

C. Limitation of The Study

This research was limited by the focus of this study. This study was only discussed about the use of the Canva as the assessment media and not measuring the effectiveness of it. On the other hand, using Canva as the assessment media in English class is such a new phenomenon and need to be measured the quality and efficiency of it. Moreover, this study may be wider observed by the other researcher to complete and discover the deeper understanding of the use Canva as the assessment media in English class.



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APPENDICES



Yayasan "AL-HIDAYAH" Purwokerto
SMK DIPONEGORO 3 KEDUNGBANTENG

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e-mail : smkdip3_kedungbanteng@yahoo.co.id, Website : <http://smkdip3kedungbanteng.ac.id>
KOMPETENSI KEAHLIAN :

1. Teknik Konstruksi Bangunan Kelas II 2. Pabrikasi 3. Akutansi Keuangan dan Lembaga 4. Operasional dan Tata Kelola Perkotaan

SURAT KETERANGAN

Nomor : 047/I03.07/207/S.Ket/IX-2023

Yang bertanda tangan di bawah ini :

N a m a : Suranto, S.Pd
NUPTK : 0537 7536 5420 0012
Jabatan : Kepala SMK Diponegoro 3 Kedungbanteng

Menerangkan bahwa :

N a m a : **LULU MUBAROKAH**
NIM : 1917404057
Fakultas/ Prodi : FTIK/ Tadris Bahasa Inggris
Perguruan Tinggi : UIN Prof. K. H. Saifuddin Zuhri Purwokerto
Judul Observasi : **"Penggunaan Canva Sebagai Assesment Tool di Kelas
Bahsa Inggris SMK Diponegoro 3 Kedungbanteng
Tahun 2023/2024"**

Benar-benar telah melaksanakan penelitian di SMK Diponegoro 3 Kedungbanteng pada tanggal 20 Juli sampai dengan 25 Agustus 2023.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya guna seperlunya bagi yang berkepentingan.

Kedungbanteng, 8 September 2023

Kepala Sekolah,



Suranto, S.Pd

INTERVIEW GUIDELINE

Pertanyaan untuk Guru

1. Apakah canva sudah akurat untuk dijadikan sebagai assessment media untuk formative assessment?
2. Kenapa memilih canva sebagai assessment media untuk formative assessment?
3. Apakah canva mampu menunjukkan kompetensi siswa dalam pembelajaran?
4. Apakah Canva adalah media yang practical dan efisien sebagai assessment media?
5. Bagaimana penggunaan Canva sebagai assessment media di kelas?
6. Skill apa saja yang dapat dinilai melalui Canva?
7. Bagaimana proses penilaian assessment siswa melalui Canva?
8. Apakah dengan menggunakan Canva, siswa menjadi lebih aktif dalam proses pembelajaran?
9. Assessment seperti apa yang dibutuhkan untuk menggunakan Canva?
10. Apakah penggunaan Canva memudahkan proses penilaian terhadap tugas siswa?
11. Apa saja kendala yang ditemui ketika menggunakan Canva sebagai assessment medias?

Pertanyaan untuk siswa

1. Bagaimana pendapatmu mengenai penggunaan canva sebagai assessment media?
2. Apakah Canva merupakan media yang menarik untuk dijadikan assessment media?
3. Apakah manfaat dari penggunaan Canva sebagai assessment media?
4. Apakah penggunaan Canva sebagai assessment media membuat kamu lebih tertarik dalam proses pembelajaran?
5. Apa saja kendala yang kamu temui selama menggunakan Canva sebagai assessment media?

FIELD NOTES

Observer : Lulu Mubarokah
Class : X AKL 2
Date : Tuesday, 1 August 2023
Time : 09.00 – 11.30
Student : 23 Female

Opening

Salam, absensi, review pertemuan sebelumnya (descriptive text)

Main Activity

09.00-09.20 (siswa mengerjakan soal task 3 dan task 5)

Task 3: siswa menuliskan jawaban di papan tulis

Task 5: membahas bersama-sama dengan tanya jawab bersama guru (siswa aktif menjawab pertanyaan guru)

Tugas: Siswa membentuk kelompok untuk mencari teks deskripsi, kemudian mengerjakan tugasnya di Canva dan dipresentasikan.

Closing

Review materi, menjelaskan kegiatan yang akan dilakukan minggu depan (membuat slides Canva teks deskriptuive), dan salam penutup.

Catatan:

- *Sekolah kekurangan ruang kelas sehingga diberlakukan sistem shift.*
- *Setiap jam Pelajaran dikurangi menjadi 1x25 menit untuk satu jam Pelajaran, kecuali kelas 10*
- *Kelas 11 dan 12 menggunakan system shift, kelas 10 full time*
- *Tidak ada LCD dalam setiap ruang kelas karena rusak. Guru harus menggunakan LCD secara bergantian, karena jumlahnya terbatas.*

FIELD NOTES

Observer : Lulu Mubarokah
Class : X AKL 2
Date : Thursday, 3 August 2023
Time : 07.00 – 08.30
Student : 23 Female

Opening

Salam, doa, review kegiatan sebelumnya

Main Activity

- *Siswa membuat kelompok dengan memilih sendiri dan dipandu oleh guru*
- *Siswa berkumpul sesuai dengan kelompoknya*
- *Guru menjelaskan instruksi tugas kepada siswa mengenai tugas yang akan dilakukan*
- *Siswa menentukan idola yang akan dijadikan teks deskriptif*
- *Siswa mencari teks deskriptif di internet secara berkelompok*
- *Guru memastikan bahwa seluruh siswa sudah mendownload aplikasi Canva dan bisa menggunakannya*
- *Siswa menganalisis generic structure, action verb, dan adjective yang kemudian dituangkan di Canva*

Closing

- *Tugas siswa diselesaikan sebagai pekerjaan rumah dan akan dipresentasikan dipertemuan selanjutnya*
- *Salam, penutup*

FIELD NOTES

Observer : Lulu Mubarokah
Class : X AKL 2
Date : Tuesday, 8 August 2023
Time : 09.00 – 11.30
Student : 23 Female

Opening

Salam, doa, prosedur presentasi

Main Activity

- *Mempresentasikan hasil kerja di Canva dengan berkelompok.*
- *Kelompok presentasi secara acak dan setiap presenter, kelompok yang lain dipersilahkan untuk bertanya dan memberikan pendapat maksimal 3 kali.*
- *Guru mengawasi dan memberikan penilaian dengan duduk di bagian belakang.*
- *Guru memberikan feedback setiap selesai presentasi*
- *Presentasi:*
 1. *Group 1 (Prilly Latuconsina)*
Masukan: tugas masih belum menjelaskan tentang identifikasi, deskripsi, dan action verb
 2. *Group 2 (Mahalini)*
Masukan: isi teks harus bisa dipahami, kurang menyebutkan identifikasi dan struktur.

Closing

- *Masukan dari guru: persiapan kurang, tugas harus dilengkapi, audiens harus lebih aktif, dan presenter harus bisa memahami isi teks.*
- *Kelompok lain diberikan kesempatan untuk mengkaji ulang hasil tugas mereka dan menyempurnakan berdasarkan masukan yang sudah guru berikan.*
- *Salam penutup*

FIELD NOTES

Observer : Lulu Mubarokah
Class : X AKL 2
Date : Thursday, 10 August 2023
Time : 07.00 – 08.30
Student : 22 Female

Opening

Salam, doa, review pertemuan sebelumnya

Main Activity

- *Melanjutkan presentasi sebelumnya*
- *Presentasi*
 1. *Group 5 (Tulus)*
Masukan: bagus tapi harus teks harus mudah dipahami. Ada banyak grammar mistake dan perhatikan spelling.
 2. *Group 4 (Erica Richardo)*
Masukan: bagus dan komplit. Tapi, masih ada kesalahan dalam spelling.
 3. *Group 6 (Taylor Swift)*
Masukan: bagus, tapi kurang lengkap
 4. *Group 3 (Justin Bieber)*
Masukan: hasilnya bagus tapi harus diperhatikan lagi strukturnya. Achievement bukan bagian dari struktur.

Closing

- *Guru memberikan feedback secara general kepada seluruh siswa mengenai materi dan presentasi yang sudah dilakukan*
- *Guru memastikan siswa sudah memahami materi dengan baik dengan sesi tanya jawab*
- *Preview materi selanjutnya*
- *Salam penutup*

STUDENTS WORK



Flyer Menu



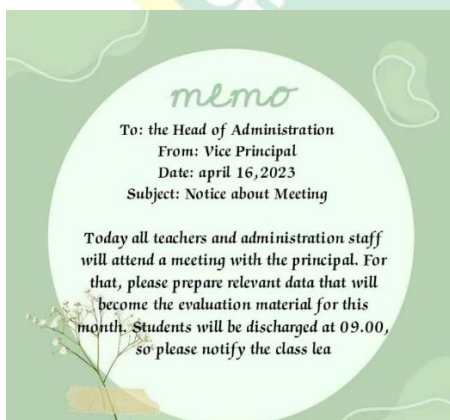
Flyer Menu



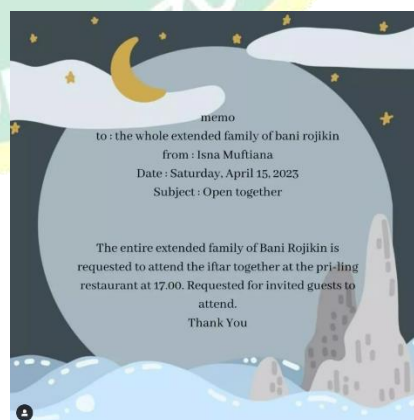
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Memo



Memo



Memo

TUGAS PRESENTASI

From :
Group 6

GROUP 6

MEMBERS:

1. DESTA LISTIANINGSIH
2. JUNI AMANDA PUTRI
3. RAMADANI NURUSANIA
4. TRI INDRIYANI

TAYLOR SWIFT



IDENTIFICATION

taylor swift was born with the name taylor alison swift. in daily life, an american girl is also commonly called swift. she was born on december 13th, 1989.

she is the daughter of andrea gardner swift a housewife, and scott kingsley swift, a stockbroker. swift has a younger brother, austin.n.

DESCRIPTION

Swift is also known by the media because of his golden curly hair and blue cat-eyes. Taylor Swift is very beautiful. She is tall and full of charm. Her skin is white, her eyes like a cat's eye, it is blue. Her nose is sharp, she has curly hair. She has blonde hair color. Taylor Swift likes to sing while playing the guitar. Her songs are always can captivate every teenager. That's because Taylor Swift always write songs based on her experiences. Her appearanc is very simple. By using a short dress and carrying a guitar, she sings in front of audiences. She always sings with relaxing and soulful.

In 2005, Taylor Swift successfully hit a number of local labels with songs flagship. In 2006, she released her single with the title Tim McGraw, then the debut of her self-titled album, which was awarded multi-platinum by the Recording Industry Association of America and was nominated for Best New Artist at the soth Grammy Awards.

In November 2008, Swift released her second album titled Fearless. This album brings Swift won four Grammys at the 52nd Grammy Awards, including Album of the Year. Even Fearless topped the Billboard 200 for 11 weeks.

Its success continues with the album titled Speak Now (2010) and Red (2012). Until 2014, she released the album in 1989, which is described as the first official pop album. This album is an album with the highest sales in the United States during 2014.

Success in the music opened the way for Taylor Swift to face acting. Noted, she had starred in several films, such as Valentine and Hannah Montana: The Movie.

However, its success, this was not always positive results. She was often been mocked by her senior.

ACTION VERB

1. Playing
2. Write
3. Sing

ADJECTIVE

1. Beautiful
2. Succes

THANK YOU

TRANSCRIPTION OF INTERVIEW RESULT

Interviewer : Lulu Mubarokah

Interview Date : 23-08-2023

Respondent : Teacher

Interview Method : Face to Face

Researcher: *“halo ibu, ketemu lagi dengan saya, apa kabar?”*

Teacher: *“baik alhamdulillah mba”*

Researcher: *“oke, langsung saja saya mulai pertanyaannya ya bu.”*

Teacher: *“iya mba, silahkan”*

Researcher: *“Kiranya kenapa ibu memutuskan untuk menggunakan aplikasi Canva sebagai assessment media dibandingkan aplikasi lain?”*

Teacher: *“Karena kan semakin kesini, kita sebagai guru harus bisa mengkolaborasikan antara teknologi dengan pembelajaran gitu kan. Apalagi ketika kemarin saya mengikuti PPG itu saya mendapatkan banyak ilmu, yang mungkin tadinya ngajarnya biasa aja pakai kertas, buku, papan tulis, sekarang harus dituntut harus bisa pakai IPTEK namanya Technologica Pedagogical Konten knowledge. Jadi, harus diintegrasikan antara teknologi dan juga pembelajaran. Jadi, bukan hanya guru nya aja yang pakai teknologi tapi siswa yang juga harus pakai. Selama ini kan kalau ngajar gurunya cuma pakai PPT terus siswanya menyimak, lalu mereka menulis atau udah gitu kan. Nah,*

tapi kalau misal sekarang siswa harus berperan. Kemarin saya memutuskan pakai Canva. Kenapa pakai Canva? Karena menurut saya, Canva itu mudah juga digunakan. Jadi, kalau misalkan kita mau mempraktekkan kesukaan juga guru tersebut harus menguasai juga gitu. Nah itu juga Ada aplikasinya juga kalau mau lewat komputer juga ada websitenya. Mereka bisa mengaksesnya itu mudah terus cara memakai juga mudah dari mulai template terus kayak mungkin stiker-stiker atau mungkin layout-nya itu juga beraneka ragam. Walaupun mungkin ada yang namanya Canva Pro ya kalau misalkan harus bayar tapi kalau misalkan nggak Pro pun, cukuplah buat anak-anak itu kalau mau percaya. Terus kebetulan juga seperti jurusan multimedia gitu kan mereka juga sering pakai Canva dan ya mereka sudah cukup familiar lah penggunaannya. Kalau misalkan mungkin ada situs-situs yang lain atau aplikasi saya akan mencobanya untuk diaplikasikan di kelas.”

Researcher: *“Penggunaan itu cuma sebagai alat pembantu untuk tugas-tugas atau juga sebagai media pembelajaran?”*

Teacher: "Ya alat juga sebagai media juga untuk membantu bagaimana siswa menuangkan kreativitasnya mereka dalam membuat sesuatu gitu kan contohnya kemarin, Seperti memo terus pakai layout terus mereka bikin memonya di situ gitu dihias terus pakai template-template yang lucu. Terus kemaren lagi juga habis materi mereka bikin menu. Disitu siswakan biasanya cuma nulis sekarang harus pakai canva, di situ kan lebih mudah lebih bervariasi lebih berwarna juga terus itu terus bukan cuma membuat desain mereka juga bisa membuat presentasi juga misal seperti materi recount. Waktu itu saya pernahkan ya materi recount. Itu kita minta untuk mempresentasikan hasil diskusi mereka mereka dibuat di Canva terus dipresentasikan di depan."

Researcher: "Untuk penilaiannya sendiri bagaimana bu?"

Teacher: Berarti ya sesuai sama kriteria yang sudah dibuat bisa kalau kayak mereka membuat memo atau menu berarti dilihat dari grammar atau strukturnya.

Researcher: "Berarti tidak ada kendala ya bu untuk penilaian?"

Teacher: "Ya udah sesuai sama apa yang direncanakan itu sama dia orang paling karena memungkinkan siswa nggak begitu familiar sama bahasa Inggrisnya nah mungkin vocab sama grammar. Vocab-nya mungkin jadi amburadul, grammar nya pun

seperti itu. Misal, harusnya I like to make apa jadi I am like to make."

Researcher: "terkait dengan kendala tadi, disekolah inikan ada berbagai jurusan ya bu. Ada multimedia, TKR, dan lainnya. Nah itu kalau untuk jurusan yang tidak terbiasa menggunakan media seperti itu bagaimana bu?"

Teacher: "kan disini ada 4 jurusan ya mba. Ada multimedia sekarang jadi DKV, TKR, Perkantoran, sama akuntansi. Yang paling susah untuk diajak untuk kerjasama sama saya itu jurusan yang TKR. Dimana jurusan ini itu laki-laki semua. Mungkin karena isinya laki-laki semua jadi susah untuk diajak. Mereka itu pertama kendalanya ada yang ga punya HP, terus memorinya habis. Beda lagi dengan jurusan yang mungkin ada perempuannya. Mereka akan mengusahakan gimana caranya biar saya bisa mengerjakan tugas ini. Beda sama yang laki-laki mereka biasanya lebih cenderung nyerah gitu loh kalau kalau begitu kemarin yang untuk jurusan TKR tidak mewajibkan untuk menggunakan Canva karena memang ya seperti itu keadaannya. Akhirnya ya udahlah yang penting mereka membuat dan mengumpulkan tugas."

Researcher: "Biasanya dikerjakan di rumah atau di sekolah?"

Teacher: "Butuh beberapa pertemuan kalau untuk itu. Biasanya kalau yang membuat seperti itu kan masuknya ke

penilaian keterampilan. Itu biasanya diakhiri akhir pembelajaran. Kalau misal waktunya masih 2 jam pelajaran selesai mereka. Tapi kalau tidak selesai ya, tugas dikerjakan dirumah.”

Researcher: “untuk respon dari siswa sendiri bagaimana bu?”

Teacher: “kalau dari yang saya lihat s iya mba, responnya mereka tuh ada yang senang mungkin ada yang enggak. Enggakya mungkin karena ga ada kuota atau buat mereka yang mungkin kreatifitasnya masih kurang. Ini kan designnya mau seperti apa, pakai apa gitu kan. Terus kalau yang senang ya pasti mereka akan antusias gitu cari terus bikin di situ.”

Researcher: “jadi, setelah menggunakan aplikasi ini apakah ada perubahan atau tidak bu pada penilaiannya? Misal yang sebelumnya seperti ini, jadi berubah, begitu?”

Teacher: “kalau menurut saya si berubah ya mbak. Selain mereka juga dituntut untuk harus bisa gitu. Jadi mau nggak mau ya harus bisa akhirnya mereka usaha gimana caranya biar selesai gitu ketambahan lagi kan sekarang ada Google mereka tinggal browsing Contohnya seperti apa?”

Researcher: “menurut ibu dengan menggunakan Canva ini apa bisa mengukur kompetensi siswa yang sesuai sama yang kriteria yang dibutuhkan?”

Teacher: “sebenarnya kalau kompetensi itu kan tergantung aspek penilaian nya seperti apa kan lebih ke aspek penilaiannya yang saya tekan kan. Nah ini cuma hanya sebagai siswa itu tidak monoton menggunakan kertas gitu. Sebenarnya kan mau pakai kertas mau pakai kanvas mau pakai media apapun yang dilihat yang dinilai kan hasil teksnya itu misal kayak memo atau menu atau recount text mereka presentasi yang dilihat presentasinya mereka menggunakan media itu biar lebih bervariasi gitu.”

Researcher: “Menurut ibu, apakah penggunaan Canva ini kan banyak digunakan untuk tugas ya bu tau assessment Media begitu, kiranya dari hasil yang didapatkan apakah pemilihan Canva ini sudah tepat? Mengingat tadi hasilnya juga cukup memuaskan untuk tugas siswa?”

Teacher: “Ya kalau dibilang sudah bagus, ya sudah bagus. Tapi mungkin masih ada kekurangannya apa ya kira-kira itu paling jadi siswanya sih. Terus mungkin ada aplikasi lain yang mungkin lebih bagus ya berangkat payung lebih bagus tapi lebih easy-to-use juga mungkin ada gitu.”

Researcher: “Kiranya kalau misalnya mau gunain Canva itu hal yang dipersiapkan apa sih sebelum pembelajaran?”

Teacher: “kaya apa ya”

Researcher: “*misal, sebelum pembelajaran nanti siswa mau disuruh bikin slide aja atau desain poster gitu*”

Teacher: “*Iya seperti itu lah mba, kira-kira*”

Researcher: “*Berarti tidak selalu menyesuaikan konteks materinya ya bu?*”

Teacher: “*Heeh*”

Researcher: “*Selain dari aplikasi Canva adakah aplikasi lain yang pernah digunakan?*”

Teacher: “*Oh ada, saya pernah gunain ini, live worksheet. Jadi lembar peserta didik atau yang isinya soal-soal itu yang biasanya mungkin saya kasihnya lewat file PsiaDF atau misal di LKS di buku mereka, ini saya pindahkan soal-soalnya itu di digital. Nanti siswa tinggal jawabnya di situ gitu. Jadi ada true or false mereka tinggal pilih T atau F jadi siswa tinggal lihat HP. Terus bisa kayak fill in the blank nanti jawaban kotak-kotaknya tinggal di geser kayak gitu gitu.*”

Researcher: “*Terus bagaimana respon siswa bu? Apakah senang atau bagaimana?*”

Teacher: “*ya senang sih, itu kan apa ya nggak kayak biasanya, mereka harus textbook harus tulis atau mungkin pakai fotokopian itu isinya konvensional sekarang pakai HP. Jadinya kan hp-nya itu digunakan dengan maksimal itu bukan hanya buat chattingan, browsing, atau sosial media.*”

Researcher: “*kembali lagi membahas Canva ya bu, jadi kan kalau di Canva itu*

soal yang dinilai itu kan kebanyakan writing. Untuk skill lain seperti speaking, reading, dan listening itu bagaimana ya bu?”

Teacher: “*kalau reading si kayaknya engga ya, kalau speaking bisa. Jadi, hasil diskusi bisa dibuat di Canva terus dipresentasikan. Itu kalo speaking. Kalo writing ya juga bisa. Mereka membuat terus dibikin di Canva begitu.*”

Researcher: “*jadi, untuk penggunaan Canva sebagai assessment Media ini baru digunakan oleh ibu khususnya dimata pelajaran ibu atau di guru lain juga sudah menerapkan hal yang sama?*”

Teacher: “*kayanya si belum kalo untuk guru Bahasa Inggris yang lain. Tapi kalau untuk jurusan multimedia, mungkin guru lain sudah menggunakannya. Sejauh ini si untuk Bahasa Inggris belum ya.*”

Researcher: “*untuk saat penggunaannya sendiri, apakah siswa tidak merasa kesulitan bu? Kebanyakan kan canva featurenya menggunakan Bahasa Inggris*”

Teacher: “*setau saya kayaknya bisa deh diubah ke Bahasa Indonesia. Bahkan saya pernah itu download yang versi aplikasinya itu pakai Bahasa Indonesia.*”

Researcher: “*oalah, begitu ya bu*”

Teacher: “*iya mba, dan menurut saya kalau anak-anak ga paham pun dengan Bahasa nya, mereka pasti tau lah penggunaannya. Disitu kan ada item-*

itemnya. Kaya oh ini template, ini gambar, dan lain sebagainya. Begitu”

Researcher: “berarti sejauh ini penggunaan Canva dinilai efektif begitu ya bu?”

Teacher: “iya saya juga kaget. Waktu awal saya kira tuh anak-anak gaptek, ga bisa, ga ngerti sama sekali gitu. Tapi ternyata ketika saya pakai canva mereka itu kreativitas tinggi gitu loh. Saya waktu lihat hasilnya, loh kayak gini, di luar ekspektasi saya gitu. Saya kira bakal bakal ya standar biasa malah mungkin mereka nggak bisa sama sekali, tapi ternyata ketika lihat hasilnya ternyata mereka bisa. Wah, akhirnya ya udahlah saya maupakai canva lagi gitu untuk seterusnya.

Researcher: “kalau misal kalau sekarang sekarang aja kan kadang ada yang tugas itu gimana ya minta bantuan sama orang lain gitu maksudnya kayak misalkan aku nggak bisa gini gini. Ternyata yang ngerjain temennya atau siapanya itu pernah ada kasus kayak gitu nggak?”

Teacher: “ya sering. Karena memang kalau menurut saya anak-anak zaman sekarang satu tugas itu untuk satu kelas gitu loh malahan. Tapi sejauh ini kemarin tugas-tugas yang kemarin saya tugaskan itu beda-beda sih.

Researcher: “cuma Mungkin beberapa ada yang mirip kaya isinya gitu ya bu?”

Teacher: “iya, iya”

Researcher: “berarti itu ngaruh ke penilaian ga bu? Ini kan ada yang sama gini gini atau lebih ke menitikberatkan ke kreativitasnya anak?”

Teacher: “kalau nilai saya sih enggak mempersulit ya. Memang sih harusnya harus beda, tapi gimana ya? Misal sama ya saya tetap memberikan nilai gitu loh karena jeri payah usahanya dia gitu. Kalau saya pribadi itu lebih ke apa ya? Saya nggak peduli mereka mau bikinnya itu gimana yang penting hasilnya. Mau itu mereka tinggal browsing, mau Google, mau ya temennya gitu misal. Ya udah nggak papa. Yang penting ada usaha untuk mengumpulkan tugas. Itu karena memang sekarang kalau nggak mengumpulkan tugas itu harus dicari-cari, dikejarlah. Istilahnya masih belum mengerjakan ini sedangkan banyak sekali anak gitu loh. Jadi harus fokus ke situ harus terus dikejar-kejar. Kan ya nanti pada akhirnya ya udah nggak papa walaupun seharusnya memang berbeda. Kalau misalkan tugas yang sama itu saya itu sering lihat itu Kalau mengerjakan soal latihan soal misal, saya kasih soal 10 nomor atau 20. Itu mereka cenderung sama tapi, kalau misalkan yang kemarin-kemarin itu waktu tugas akhir yang bisa membuat Apa itu, mereka cenderung beda-beda sih. Paling samanya satu dua anaklah. Beda dengan kalau misalnya latihan soal itu hampir satu kelas sama.”

Researcher: *“dibandingkan dengan media media yang digunakan dulu, yang masih sering konvensional gitu ya bu. Mungkin baru-baru sekarang ini ya setelah pandemic itu baru mulai mulai penggunaan digital.”*

Teacher: *“iya heeh. Padahal harusnya kemarin ya waktu pandemic digital harus ditingkatkan gitu Karena kan nggak bisa tatap muka terus gak bisa ngajar langsung jadi kan disitu harusnya guru itu dituntut Gimana caranya penggunaan media karena kan ya online tapi apa ya ya banyak factor juga banyak kendala juga yang akhirnya nggak bisa untuk memaksimalkan digital itu dan akhirnya berubah sekarang ini baru dipakai.”*

Researcher: *“karena masih terlalu kaget ya bu.”*

Teacher: *“iya, iya”*

Researcher: *“lanjut ya bu, pertanyaannya. Ini kan canva digunakan buat tugas begitu. Diantara aplikasi lain kaya misal google classroom atau quizziz gitu. Itu kan*

penilaiannya otomatis, kenapa ibu ngga memilih aplikasi itu?

Teacher: *“kalau untuk google classroom kayanya sama y amba penilaiannya. Kan sama aja, harus manual begitu. Harus saya cek satu-satu. Kalu untuk quizziz itu saya belum pernah pakai, mungkin itu lebih interesting ya daripada google classroom. Tapi saya pernah pakai Google form. Biasanya kalau Google form itu pakainya buat ulangan harian. Tapi yang besok ini sekolahan mau mencoba google form untk UAS.*

Researcher: *“ooh, berarti sudah tidak konvensional lagi ya bu?”*

Teacher: *“iya mba. Baru mulai tahun ini berarti”*

Researcher: *“baik itu, mungkin itu saja. Terima kasih atas waktunya, mohon maaf ibu merepotkan dan mengganggu waktunya.”*

Teacher: *“oh udah. Oke oke, sama-sama mba”*

TRANSCRIPTION OF INTERVIEW RESULT

Interviewer : Lulu Mubarokah

Interview Date : 24-07-2023

Respondent : Student A

Interview Method : Face to Face

Researcher: *“oke perkenalan dulu ya, tadi juga sudah dikenalkan kan sama bu nur?”*

Student: *“hehe, iya”*

Researcher: *“perkenalan lagi ya, nama kakak ka lulu. Kaka dari uin saizu purwokerto. Dari jurusan dkv ya?”*

Student: *"iya"*

Researcher: *"nanti pas lulus berarti mau lanjut kuliah apa jadi graphic design?"*

Student: *"pengennya si kerja, hehe"*

Researcher: *"oke, ngomong-ngomong soal graphic design. Kalian tau kan aplikasi canva?"*

Student: *"tau"*

Researcher: *"apa itu?"*

Student: *"ya, aplikasi kaya buat edit gitu. Buat poster atau buat-buat gitu"*

Researcher: *"berarti di kelas sudah sering gunain aplikasi canva?"*

Student: *"ya, baru-baru akhir ini si"*

Researcher: *"dipelajaran apa?"*

Student: *"pelajaran informatika, terus sama pelajaran anggar."*

Researcher: *"kalau Bahasa Inggris juga?"*

Student: *"iya, kemaren suruh buat poster menu makanan tapi pake Bahasa Inggris."*

Researcher: *"gimana tuh, lancar?"*

Student: *"ya bisa, tapi kan harus ditranslate dulu gitu"*

Researcher: *"berarti baru bikin kaya menu-menu gitu ya?"*

Student: *"kemaren juga pas pelajarannya pak sam suruh bikin poster yang mengenai apa ya, sekolah sehat. Terus yang kedua tentang Idul Adha."*

Researcher: *"berarti kalian DKV tapi baru belajarnya canva? Apa udah kaya photoshop, gitu-gitu?"*

Student: *"ya, photoshop sudah, Lightroom gitu."*

Researcher: *"dulu nama jurusanannya multimedia ga si? Yakan?"*

Student: *"iya, multimedia"*

Researcher: *"berarti baru sekarang ganti jadi DKV?"*

Student: *"iya baru tahun ini. Kan ganti kurikulum"*

Researcher: *"oh ganti kurikulum. Berarti kalian pake yang kurikulum merdeka ya?"*

Student: *"iya"*

Researcher: *"kemaren pelajaran Bahasa Inggris kan disuruh bikin menu, sebelumnya pernah ada bikin apa gitu? Apa baru pertemuan kemaren pake canva?"*

Student: *"kayanya dulu pernah si, tapi cuman kaya beberapa doang gitu."*

Researcher: *"oh, kelompokan?"*

Student: *"iya, kaya gitu si. Yang presentasi satu gitu si. Kalau yang presentasi kemaren sama yang KKN."*

Researcher: *"KKN? PPL maksudnya?"*

Student: *"eh iya, PKL. Kaya gitu lah"*

Researcher: *"menurut kalian, kalian suka ga si gunain kaya canva gitu? Apa lebih suka manual aja"*

Student: *"lebih suka canva si."*

Researcher: *"suka canva, kenapa? Lebih praktis?"*

Student: *"Karena lebih mudah."*

Researcher: *"kalau waktu pake canva suka ada kendalanya ga si? Kaya misal, haduh gaada sinyal atau gimana gitu"*

Student: *"paling kayak susah itu nggeser."*

Researcher: *"oh, cursosnya gitu yaa"*

Student: *“iya gitu”*

Researcher: *“masih pake hp si iya?”*

Student: *“masih”*

Researcher: *“terus kan ya, canva kan kalian kebanyakan digunakan buat tugas ya?”*

Student: *“heeh”*

Researcher: *“kaya project gitu kan. Kalian lebih suka kaya gitu apa suka yang tertulis biasa aja?”*

Student: *“lebih suka pake canva. Karena kalo ditulis gitu kaya rempong banget si”*

Researcher: *“suka Kerjasama ga sama temennya?”*

Student: *“iya, sering.”*

Researcher: *“berarti ngerjainnya disekolah?”*

Student: *“ya kadang kalo gaada waktu disekolah, ya diselesein dirumah.”*

Researcher: *“oke, menurut kalian nih ya, manfaat pake canva apa si? Buat kalian*

sendiri. Mungkin kaya, setelah pake canva saya jadi lebih kreatif gitu, atau apa?”

Student: *“apa si ya, lebih mudah si. Tinggal di itu aja.”*

Researcher: *“lebih suka bikin template apa bikin sendiri?”*

Student: *“bikin sendiri, kalau susah pake template. Misal diganti gambarnya atau warna backgroundnya gitu. Kadang si gitu.”*

Researcher: *“manfaat lainnya apa, kalo tadi kan katanya lebih mudah gitu.”*

Student: *“lebih praktis aja.”*

Researcher: *“terus, kalian berarti lebih suka pake canva ya?”*

Student: *“iya”*

Researcher: *“yaudah mungkin sampe sini aja sesi berbincangnya. Terimakasih banyak ya atas waktunya.”*

Student: *“iya mba, sama-sama”*

TRANSCRIPTION OF INTERVIEW RESULT

Interviewer : Lulu Mubarokah

Interview Date : 24-07-2023

Respondent : Student B

Interview Method : Face to Face

Researcher: *“ya, tadi udah dikenalin ya sama bu nur. Nama saya Lulu, panggil aja kak Lulu atau mbak Lulu. Namanya?”*

Student: *“alifka”*

Researcher: *“oh iya maaf ya saya kurang bisa nginet nama orang, hehe”*

Student: *“hehe”*

Researcher: *“jadi disini, mbak mau minta waktu kamu sekitar 10 menitan ya, ngga papa?”*

Student: *“iya kak, ga papa”*

Researcher: *"jadi kaka mau interview sedikit ya, tentang Canva. Kamu tau canva?"*

Student: *"iya tau"*

Researcher: *"apa coba"*

Student: *"untuk mengedit, ya banyak. Untuk edit-edit lah"*

Researcher: *"suka pake canva ngga waktu disekolah"*

Student: *"ya pernah tugas"*

Researcher: *"tugas apa aja"*

Student: *"bikin memo Bahasa inggris kemaren"*

Researcher: *"terus di upload?"*

Student: *"iya, di Instagram, terus tag ke bu nur"*

Researcher: *"oh ada Instagram kelas?"*

Student: *"ngga, tugasnya sendiri-sendiri"*

Researcher: *"selama kamu gunain canva, ada kesulitan ga?"*

Student: *"ngga si"*

Researcher: *"berarti mudah ya buat gunain canva"*

Student: *"ya lumayan. Kan ada template-templatennya gitu bagus."*

Researcher: *"berarti kamu lebih suka pake template atau bikin kreatifnya sendiri?"*

Student: *"ya dari canva aja."*

Researcher: *"selama di sekolah, canva digunain buat apa aja?"*

Student: *"biasanya kaya buat posting, kaya bikin cerita gitu. Kaya foto-foto estetik gitu diedit di canva terus di upload gitu"*

Researcher: *"berarti sering ya?"*

Student: *"iya, sering."*

Researcher: *"menurut kamu manfaatnya apa si dengan gunain canva?"*

Student: *"jadi ga perlu mikir gitu. Kan udah ada template-template nya, tinggal diubah isinya aja."*

Researcher: *"kamu tau canva setelah mulai sekolah smk atau sebelumnya udah pernah pake?"*

Student: *"sebelum sudah pernah pake"*

Researcher: *"oh berarti pas kamu smp ya?"*

Student: *"iya, pernah. Kelas 9 paling."*

Researcher: *"kamu smp mana si dulu?"*

Student: *"smp satu"*

Researcher: *"smp n 1 kedungbanteng?"*

Student: *"iya iya"*

Researcher: *"jadi, setelah kamu gunain canva. Nih ya perbandingan sama Ketika kamu tugasnya itu manual. Lebih suka mana?"*

Student: *"pake aplikasi si. Lebih cepet ya."*

Researcher: *"oke berarti itu y manfaatnya. Kalau kendalanya apa aja?"*

Student: *"hmm... MB-nya besar"*

Researcher: *"oh kamu pake yang aplikasi ya?"*

Student: *"iya"*

Researcher: *"terus apa lagi"*

Student: *"harus pro"*

Researcher: *"ada lagi?"*

Student: *"kadang tuh kalau nyimpen suka lama"*

Researcher: *“berarti kamu kalau tugas yang pake canva dibawa ke rumah atau dikerjain di sekolah?”*

Student: *“dirumah”*

Researcher: *“kalau khusus Bahasa inggris kan kemaren katanya bikin memo kan. Itu susahnyanya dimana tuh?”*

Student: *“hmmm”*

Researcher: *“bikin teksnya ya?”*

Student: *“iya sih”*

Researcher: *“memonya tentang apa si?”*

Student: *“tentang bebas aja si.”*

Researcher: *“setelah gunain canva kesan kamu bagaimana?”*

Student: *“merasa lebih tertarik.”*

Researcher: *“tertariknya karena apa”*

Student: *“Bahasa inggris ga semenakutkan itu, asik malah”*

Researcher: *“berarti ngga disuruh bikin video gitu?”*

Student: *“pernah, waktu itu, yang percakapan itu.”*

Researcher: *“oh, bikin dialog?”*

Student: *“iya itu bikin dialog.”*

Researcher: *“ooo, okey. Oke mungkin itu saja ya pertanyaan dari kakak. Terimakasih atas waktunya maaf sudah mengganggu waktu istirahat kamu.”*

Student: *“iya kak, sama-sama.”*

TRANSCRIPTION OF INTERVIEW RESULT

Interviewer : Lulu Mubarokah

Interview Date : 10-08-2023

Respondent : Student C

Interview Method : Face to Face

Researcher: *“oke, kita perkenalan dulu ya. Nama kaka, kak Lulu. Mohon waktunya sebentar. Nama kamu?”*

Student: *“Siti Nur Aisyah.”*

Researcher: *“tad ikan kita udah belajar tentang deskriptif teks ya?”*

Student: *“heeh”*

Researcher: *“ini pertama kalinya kalian gunain Canva atau sebelumnya udah pernah?”*

Student: *“baru pertama kali.”*

Researcher: *“o, baru pertama kali. Jadi disekolah sebelumnya belum pernah?”*

Student: *“belum”*

Researcher: *“apa sih pendapat kamu tentang canva?”*

Student: *“ya bisa memudahkan pembelajaran, bisa ngedit kalau ada tugas praktek gitu.”*

Researcher: *“terus menurut kamu, canva ini menarik ga si?”*

Student: *“menarik. Kenapa bisa menarik ya kaya tadi contohnya ada tugas bisa mengerjakan dengan canva. Terus waktu itu saya juga pernah pake canva buat bikin itu apa namanya?”*

Researcher: *“poster?”*

Student: *“poster, iya. Buat jualan waktu liburan kemarin. Iseng-iseng jualan, terus bikin itunya pake canva.”*

Researcher: *“o, berarti kalo pake canva ini bukan pertama kalinya ya buat kamu?”*

Student: *“iya”*

Researcher: *“udah paham la ya, fitur-fiturnya bagaimana?”*

Student: *“ya, lumayan.”*

Researcher: *“menurut kamu, mudah ga pakai canva?”*

Student: *“yam udah, lumayan.”*

Researcher: *“pake yang di website atau yg aplikasi?”*

Student: *“aplikasi”*

Researcher: *“menurut kamu, manfaat dari penggunaan canva sendiri itu apa?”*

Student: *“ya itu bisa memudahkan pembelajaran. Contohnya tadi, kalau ada*

tugas. Klo gurunya nyuruh pake canva tinggal pake canva. Terus ada template-templatanya juga.”

Researcher: *“untuk Pelajaran lain udah ada belum yang pake canva?”*

Student: *“baru ini si.”*

Researcher: *“menurut kamu, lebih menarik atau biasa aja?”*

Student: *“canva itu?”*

Researcher: *“iya”*

Student: *“menarik si, menarik.”*

Researcher: *“lebih mudah belajar materi kaya tadi, atau membaca sendiri?”*

Student: *“apanya?”*

Researcher: *“itu tadi kan belajar pake canva. Menurut kamu, lebih mudeng kaya begitu atau biasa aja?”*

Student: *“ya mudengnya si tadi, di canva gitu. Kan bisa di edit-edit.”*

Researcher: *“oke, pertanyaan terakhir ya. Kendala apa yang kamu alami waktu gunain canva?”*

Student: *“kalau paketannya abis. Terus kalo wifi di rumah tuh lagi error. Itu susah.”*

Researcher: *“oke, terimakasih ya ais.”*

TRANSCRIPTION OF INTERVIEW RESULT

Interviewer : Lulu Mubarokah

Interview Date : 10-08-2023

Respondent : Student D

Interview Method : Face to Face

Researcher: *“oke Namanya siapa?”*

Student: *“desta alia ningsih”*

Researcher: *"Dari SMP 1 Kedungbanteng ya?"*

Student: *"iya"*

Researcher: *"berarti sebelumnya udah pernah pake Canva?"*

Student: *"belum si. Waktu itu ada tugas pake Canva tapi bukan saya yang edit"*

Researcher: *"berarti dulu waktu di SMP 1 udah tau tentang Canva lah ya. Menurut kamu, canva itu bagaimana si? Atau aplikasi tentang apa si?"*

Student: *"ya aplikasi edit."*

Researcher: *"pendapat kamu tentang penggunaan canva itu gimana? Susahkah atau memudahkan kamu?"*

Student: *"ya memudahkan si kak. Itu kan didalemnya ada banyak template-template. Jadi kita ya tinggal copy paste aja gitu si."*

Researcher: *"oke lanjut pertanyaan ke dua. Menurut kamu Canva itu aplikasi yang menarik ga si?"*

Student: *"menarik."*

Researcher: *"karena?"*

Student: *"lucu-lucu itu loh template nya."*

Researcher: *"berarti sering nih buka canva?"*

Student: *"oh, engga si."*

Researcher: *"ga terlalu tertarik atau bagaimana?"*

Student: *"ya sebenarnya tertarik si. Cuma kan di hpku tuh gaada itu loh."*

Researcher: *"berarti itu alesannya ya, karena ga ada di hp. Kalo ada pasti sering pake?"*

Student: *"iya, betul sekali."*

Researcher: *"oke, lanjut ke pertanyaan selanjutnya. Menurut kamu, manfaat dari penggunaan canva itu seperti apa si?"*

Student: *"memudahkan si paling."*

Researcher: *"oke selanjutnya ya, menurut kamu nih, tad ikan kamu udah gunain dipembelajaran, buat tugas gitu. Menurut kamu, kamu lebih mudeng dijadiin tugas di Canva atau metode yang lain?"*

Student: *"pake canva. Soalnya misal tadikan kita belajar identifikasi. Kita itu bisa bener-bener fokus mengidentifikasi, terus di slide ke dua baru deskripsi gitu. Jadi lebih gampang memahaminya gitu. Soalnya kan di pisah-pisah."*

Researcher: *"okey, berarti paham ya sama materinya tadi."*

Student: *"iya, paham."*

Researcher: *"oke pertanyaan terakhir, kendala kamu waktu gunain canva itu apa aja?"*

Student: *"susah sinyalnya. Rumahku kan soalnya di dawuhan wetan ya kak. Terus dawuhan wetannya tuh yang di gunung gitu, di atas. Jadinya sinyalnya susah."*

Researcher: *"yasudah. Pertanyaannya itu aja ya, terima kasih sudah membantu."*

Student: *"iya kak, sama-sama."*

TRANSCRIPTION OF INTERVIEW RESULT

Interviewer : Lulu Mubarokah

Interview Date : 10-08-2023

Respondent : Student E

Interview Method : Face to Face

Researcher: *"Namanya siapa?"*

Student: *"manda"*

Researcher: *"manda asal sekolahnya dulu dari mana?"*

Student: *"dari Mts Kedungbanteng."*

Researcher: *"sebelumnya udah pernah pake Canva belum?"*

Student: *"belum."*

Researcher: *"berarti ini pertama kalinya pake canva?"*

Student: *"iya."*

Researcher: *"oke, menurut kamu canva itu seperti apa si? Maksudnya pendapat kamu tentang canva itu seperti apa si?"*

Student: *"ya memudahkan untuk belajar gitu. Jujur aja, ngga tertarik si sama Bahasa inggris. Jadi lebih mudah buat paham. Dulu pas mts itu kan dijelasin gurunya agak anu. Karena kan gurunya udah berumur lah orang Sumatra juga kan."*

Kalo ngomong itu kan ya galak"

Researcher: *"jadinya kamu takut?"*

Student: *"engga si, jadinya tuh. Ngomongnya kan cepet, jadi ga tertarik tuh sama Bahasa inggris."*

Researcher: *"itu kan pas waktu smp. Kalo sekarang gimana?"*

Student: *"hmm, lumayan si."*

Researcher: *"lebih mudeng ya?"*

Student: *"iya."*

Researcher: *"oke pertanyaan selanjutnya. Menurut kamu, manfaat dari penggunaan canva apa aja?"*

Student: *"ya memudahkan itu, di pembelajaran."*

Researcher: *"pertanyaan terakhir. Menurut kamu kendala dari penggunaan canva sebagai tugas kemari napa aja?"*

Student: *"sinyalnya, terus ngeditnya itu loh."*

Researcher: *"susah?"*

Student: *"ya pernah tadi si."*

Researcher: *"terus apa lagi? ngeditnya lewat aplikasi atau website?"*

Student: *"hmm, aplikasi."*

Researcher: *"oke, mungkin sudah itu aja pertanyaannya. Makasii yaa."*

Student: *"iya kak, sama-sama"*

TRANSCRIPTION OF INTERVIEW RESULT

Interviewer : Lulu Mubarokah

Interview Date : 10-08-2023

Respondent : Student F

Interview Method : Face to Face

Researcher: *"oke langsung aja, Namanya siapa ya?"*

Student: *"sepriya Ramadani."*

Researcher: *"oke, dengan mbak septi."*

Student: *"iya."*

Researcher: *"oke pertanyaan pertama. Tadi kan kamu udah gunain canva ya?"*

Student: *"heeh"*

Researcher: *"ini pertama kalinya atau sebelumnya udah pernah?"*

Student: *"pertama kali"*

Researcher: *"o pertama kali. Berarti pas smp itu belum pernah?"*

Student: *"belum?"*

Researcher: *"menurut kamu, canva itu seperti apa si? Pendapat kamu tentang canva itu seperti apa si?"*

Student: *"ya, aplikasi buat edit."*

Researcher: *"menurut kamu canva itu susah ga?"*

Student: *"apanya?"*

Researcher: *"gunainnya, susah apa engga?"*

Student: *"heeh susah"*

Researcher: *"susahnya kenapa?"*

Student: *"biasanya nge lag"*

Researcher: *"berarti karena sinyal ya?"*

Student: *"iya kayanya"*

Researcher: *"menurut kamu, manfaat dari penggunaan canva itu apa aja?"*

Student: *"ya buat ngedit kalo ada tugas"*

Researcher: *"oh kaya tadi, jadi ga perlu gambar-gambar atau nulis dikertas. Gitu ya?"*

Student: *"iya heeh"*

Researcher: *"oke selanjutnya. Menurut kamu dengan menggunakan canva tadi buat tugas membuat kamu lebih paham atau ah sama aja, gitu?"*

Student: *"lebih mudeng"*

Researcher: *"berarti lebih suka pake canva apa ga pake?"*

Student: *"pake"*

Researcher: *"Cuma tadi iya, kendalanya susah gitu ya?"*

Student: *"iya"*

Researcher: *"oke terima kasih ya atas waktunya"*

Student: *"iya"*

TRANSCRIPTION OF INTERVIEW RESULT

Interviewer : Lulu Mubarokah

Interview Date : 10-08-2023

Respondent : Student G

Interview Method : Face to Face

Researcher: *"Namanya siapa?"*

Student: *"indri"*

Researcher: *"kamu dulu asal sekolahnya dimana?"*

Student: *"di mts 1 karanglewas"*

Researcher: *"dulu waktu di mts pernah gunain canva ga?"*

Student: *"pernah"*

Researcher: *"oh pernah. Terus menurut kamu, gimana?"*

Student: *"ngeditnya gampang, terus ga perlu nulis di buku gitu loh. Ga perlu gambar-gambar, jadi tinggal ngedit doang"*

Researcher: *"dulu buat apa aja?"*

Student: *"buat mapel seni budaya tentang alam"*

Researcher: *"bikin presentasi atau poster?"*

Student: *"presentasi"*

Researcher: *"berarti kaya gini juga tadi?"*

Student: *"iya, presentasi"*

Researcher: *"menurut kamu, mudah apa engga?"*

Student: *"mudah"*

Researcher: *"pertanyaan selanjutnya, menurut kamu lebih menarik pake canva apa engga?"*

Student: *"lebih menarik, soalnya pake HP. Hehe"*

Researcher: *"terus manfaat dari penggunaan canva apa aja menurut kamu?"*

Student: *"ya jadi lebih mudah aja si. Itu kan tinggal nyalin sama edit-edit tok."*

Researcher: *"terus, dibandingkan pembelajaran yang lain yang ga pake canva, lebih mudengan mana menurut kamu?"*

Student: *"klo aku si lebih mudah yang dijelasin di papan tulis. Soalnya kan kalo pake canva kan harus nyari di google jadi ga mudeng."*

Researcher: *"oh malah jadi ga mudeng"*

Student: *"soalnya ga ada penjelasannya."*

Researcher: *"oke, pertanyaan terakhir. Saat kamu menggunakan canva kendalanya apa aja si?"*

Student: *"sinyal, terus nge lag"*

Researcher: *"yaudah, mungkin itu aja ya indri. Terima kasih atas waktunya"*

Student: *"iya kak, sama-sama"*

TRANSKRIP OBSERVASI I

Observer : Lulu Mubarakah
Class : X AKL 2
Date : 1 Agustus 2023
Waktu : 09.00-11.30

(guru masuk kedalam kelas dan membuka pertemuan)

Guru: "Assalamu'alaikum wr.wb. good morning class."

Siswa: "waalaikumsalam wr.wb. good morning miss."

Guru: "okey, before we start our lesson lets pray together."

(doa)

Guru: "kita sudah belajar materi tentang apay a? ada yang masih inget?"

Siswa: "deskriptif text"

Guru: "ya, deskriptif teks. Ini absennya mana mba?"

Siswa: "belum ada."

Guru: "ya. Pertemuan minggu lalu kita udah belajar tentang deskriptif teks. Ada yang masih inget what is descriptive text?"

Siswa: "untuk menggambarkan sesuatu."

Guru: "ya, untuk menggambarkan sesuatu atau untuk men-describe deskripsikan sesuatu. Sesuatunya apa aja?"

Siswa: "ee...things"

Guru: "things. Things itu apa things?"

Siswa: "benda."

Guru: "ya benda, benda mati. Contohnya mungkin bisa kursi, meja, papan tulis, tas, dan lain lain. Terus, setelah things ada apa lagi?"

Siswa: "people."

Guru: "people atau person"

Siswa: "person."

Guru: "what is the differences between people and person? Bedanya apa kemarin? Kalau people?"

Siswa: "lebih dari satu"

Guru: "ya"

Siswa: "kalau person untuk satu orang"

Guru: "ya, masih inget ya, kalau person untuk satu orang kalau people lebih dari satu. One person, a person, second people, three people, dan seterusnya. Terus setelah people dan person ada apalagi?"

Siswa: "animals."

Guru: "animals nya juga bebas ya. Bisa kucing, kelinci mungkin. Terus apa lagi?"

Siswa: "trees."

Guru: “atau pepohonan. Bisa bunga-bunga. Kaya misal, bunga anggrek, bunga kmaboja misa. lalu, struktur dari teks descriptive ada apa aja?”

Siswa: “identification dan description.”

Guru: “kalau di part identification itu menjelaskan tentang apa?”

Siswa: “eee...”

Guru: “identifikasi... yang akan dideskripsikan atau objeknya. Biasanya misal kalau dideskripsi itu. Misal my mother, her name is yuli, she is 60 years old. Jadi mengenalkan objek yang akan kita deskripsikan. Nah bagian deskripsi, itu sudah mulai mendeskripsikan objeknya secara rinci. Dari mulai umurnya, karakternya, sifatnya. Dan sebagainya. Nah sekarang dibuka lks nya. Disitu ada task 3 dan task 5. Kalau task 3 itu ada 3 soal, dan task 5 itu ada 5 soal. Di task 5 itu kalian disuru mencari negative side atau sisi negated dan positive side atau sisi positif dari si Paul. Jadi kalian harus baca dulu dan boleh berdiskusi dengan teman sebangkunya. Silahkan ya dikerjakan sampai pukul 09.20”

Siswa: “baik buu”

09.00 - 09.20 (siswa mengerjakan tugas)

Guru: “oke, sudah selesai semuanya?”

Siswa: “sudah”

Guru: “mari kita cocokan bersama-sama. (guru menulis nomer di papan tulis). Ya silahkan untuk nomer 1,2,3,4,5 siapa yang maju?”

09.20 - 09.32 (mengoreksi hasil kerja siswa)

Guru: “yak, waktunya udah habis ya, sampai 10.40, betul?”

Siswa: “betul.”

Guru: “silahkan kalian kerjakan atau selesaikan dirumah ya. Nanti pertemuan selanjutnya kita bahas lagi. Nah, untuk pertemuan berikutnya, setelah kita membahas tugas 5, minggu depan kita akan berkelompok. Siswanya ada berapa ya di kelas ini? 23? oke, jadi nanti akan dibagi menjadi 6 kelompok ya. Satu kelompok akan terdiri dari 3 sampai 4 siswa. Kemudian, setiap kelompok akan mencari teks deskriptif tentang people atau orang ya kemudian dikerjakan di Canva. Siapa itu? Ini terserah kamu. Itu bisa menjadi idola, K-Pop, V atau siapa pun. Ini terserah kamu. Yang paling penting adalah itu harus orang-orang yang terkenal. Artis, penyanyi, idola, atau siapapun. Itu untuk pertemuan selanjutnya. Grupnya akan dipilih sendiri atau saya yang bagi?”

Siswa: “pilih sendiri”

Guru: “atau kita bahas lagi pada pertemuan selanjutnya, ya. Nanti kelompok satu siapa

aja, kelompok dua dan seterusnya. Gitu? Sampai sini ada pertanyaan?"

Siswa: "tidak"

Guru: "tidak ada. Baik kalau tidak ada, lets end up this meeting by saying hamdalah together."

(alhamdulillahirobbilalamin)

Guru: "oke, sekian untuk pertemuan hari ini, wassalamualaikum wr.wb."

Siswa: "waalaikumsalam wr.wb."

TRANSKRIP OBSERVASI II

Observer : Lulu Mubarakah

Class : X AKL 2

Date : 3 Agustus 2023

Waktu : 07.00-08.30

Guru: "Assalamu'alaikum wr.wb, before we start our lesson today, lets pray together."

(doa)

Guru: "ya, sebelumnya, saya absen dulu ya."

(presensi)

Guru: "Ya sesuai, hmm. Agenda kita yang sebelumnya sudah kita bahas sebelumnya ya.

Hari ini kita berkelompok. Totalnya berapa?

Duaa..."

Siswa: "dua tiga"

Guru: "Oke, dua tiga ya. Okey, kelompok satu dulu ya. Kelompok satu siapa?"

(pembagian kelompok)

Guru: "Sudah dibentuk kelompoknya, silahkan ya berkelompok sesuai dengan kelompoknya"

(siswa berkumpul sesuai kelompok)

Guru: "Tugasnya adalah mencari teks deskripsi mengenai idola. Mau agnes monica boleh, mau afgan boleh. Idolanya bebas ya.

Pokoknya idol ya, boleh nyari di Google.

Silahkan cari teks deskripsi mengenai tokoh.

Satu kelompok satu ya."

Siswa: "baik buu."

(Siswa mencari teks deskripsi, sedangkan guru berkeliling)

Guru: "silahkan dicari, terus nanti kalau sudah ketemu silahkan kalian copy, terus di

paste di Canva."

Siswa: "berati boleh buka Canva dulu?"

Guru: "ya boleh ya"

Siswa: "hpnya siapa? Terserah ya. Yang

kiranya mungkin memorinya masih banyak biar ga terkendala."

Guru: "ada yang belum bisa pake Canva?"

Siswa: “udah bisa bu”
(siswa saling berdiskusi dengan kelompok masing-masing)

Guru: “Nah, setelah menemukan teksnya. *what you have to do is please find the generic structure, action verb, and adjective.* kalian dapat salina tau copy ya teksnya ke Canva dan dibuat slide. Jadi, di slide presentasinya nanti, kamu tulis yang pertama adalah struktur. Struktur dari teks deskriptif kan ada dua, yang pertama *identification* dan yang kedua *description* atau deskripsi. Dan yang kedua adalah *action verb*, kata kerja aksi. Sebanyak yang bisa kamu temukan. Yang ketiga, kamu harus menemukan *adjective* atau kata sifat. Misal yang kemarin kita bahas ada *quick*, cepat, *handsome* misalkan, ada *smart*, *diligent*. Nah, jawabannya bisa kamu edit langsung di Canva. Bisa dipahami?”

Siswa: “bisa.”

Guru: “jadi misal nanti di slide pertama ada pengenalan member. Grup satu siapa aja. Terus slide yang kedua tentang isi teks kamu. Nah yang ketiga ada struktur, terus *adjective*, dan yang terakhir ada penutup. Misal *wassalamualaikum* atau terima kasih. Kalau masih ada yang bingung silahkan bertanya.”

Siswa: “berarti nulis jawabannya di Canva langsung?”

Guru: “iya, di Canva langsung. Gitu ya? Kelompok satu mana? Udah nemu belum?”

Siswa: “belum.”

Guru: “kelompok dua?”

Siswa: “belum”

Guru: “oh, belum juga. Kelompok tiga?”

Siswa: “natasya wilona”

Guru: “siapa?”

Siswa: “natasya wilona”

Guru: “oo natasya wilona, oke. Kelompok empat?”

Siswa: “belum.”

Guru: “oke, belum. Kelompok lima?”

Siswa: “Tulus”

Guru: “oke, kelompok enam?”

Siswa: “belum”

Guru: “oke belum juga. Tadi ada natasya wilona, terus tulus. Mau artis korea juga boleh ya.”

(siswa lanjut berdiskusi)

Guru: “okeh, karena waktunya sudah habis.

Silahkan kamu bisa menyelesaikan tugasnya secara kerja kelompok di rumah, ya. Bisa nanti abis pulang sekolah atau kalau lagi punya waktu luang. Untuk pertemuan berikutnya. kita ketemu lagi hari selasa ya. Lah nanti di hari selasa minggu depan tugasnya udah harus selesai. Setelah itu, nanti bisa dipresentasikan didepan hasil diskusinya dengan Canva. Bisa dipahami ya?”

Siswa: “biasa”

Guru: “nanti untuk yang tidak presentasi, bisa menyiapkan pertanyaan ya untuk ditanyakan ke kelompok yang presentasi. Biar presentasinya itu hidup, ada feedback dari kelompok yang lain. Gitu ya?”

Siswa: “baik buu.”

Guru: “terus setiap kelompok, atau anggota harus punya porsi untuk presentasi. Jadi, nanti silahkan dibagi ya. Begitu?”

Siswa: “iya.”

Guru: “any questions?”

Siswa: “tidak.”

Guru: “baik kalau tidak ada pertanyaan. Saya cukupkan pertemuan hari ini. See you on next week and lets end up this meeting by saying hamdalah together.”

Siswa: “alhamdulillahirobbilalamin”

Guru: “okay, see you, wassalamualaikum warahmatullahiwabarokatu”

Siswa: “walaikumsalam warahmatullahiwabarokatu”

TRANSKRIP OBSERVASI III

Observer : Lulu Mubarakah

Class : X AKL 2

Date : 8 Agustus 2023

Waktu : 09.00-11.30

Guru: “assalamualaikum warohmatulloh wabarokatu”

Siswa: “walaikumsalam warohmatulloh wabarokatu.”

Guru: “good morning”

Siswa: “morning.”

Guru: “how are you today?”

Siswa: “yes, we are fine. Thank you, how about you maam?”

Guru: “I am very well, thank you. Okay today we are going to ee... present your work discussion. Nanti link nya dari canvanya dikirim ke grup kelas ya. Terus nanti di

presentasikan di depan. Sudah dikerjain semuanya kan? Canvanya?”

Siswa: “sudah.”

Guru: “yang sudah jadi kelompoknya siapa? (siswa mengangkat tangan) ya sudah semua ya. Hari ini mungkin satu atau dua kelompok ya paling. Silahkan link canva nya bisa di kirim di grup kelas, biar nanti bisa dibuka (guru menyiapkan proyektor. siswa duduk berkelompok dan mengirimkan link ke grup)

Guru: “nanti misal identitasnya, atau mungkin deskripsinya ga sesuai, atau action verbnya mungkin ga sesuai menurut kamu,

bisa disampaikan di sesi tanya jawab. Oke silahkan kelompok satu”

Siswa: “baik buu”

(presentasi kelompok I: Prilly Latuconsina)

Guru: “ada masukan, ada pertanyaan?

Silahkan angkat tangan, mention your name, your group, and mention your pertanyaan. dwi mau nanya?”

Siswa: “engga”

Guru: “kalau saya si banyak pertanyaan yang muncul nih”

Siswa: “saya bu”

Guru: “oke, silahkan”

Siswa: “perkenalkan nama saya adin dari kelompok dua. Apa saja penghargaan yang diraih oleh prilly latuconsina?”

Guru: “tadi kayanya ada ya di slide. Coba dibuka lagi”

(grup I menjawab pertanyaan)

Guru: “oke bagus. Ada pertanyaan lain?

Maksimal pertanyaan. Tidak harus pertanyaan ya, masukan, kritik, saran juga boleh ... oke, kalau ga ada, saya yang nanya.

Dari presentasinya sudah cukup baik.

Cuman ada beberapa yang kurang. Tidak ada action verbnya. Kalian kan ga ada, adjectivenya juga tidak ada. Coba kalian tunjukan mana yang identifikasi dan mana yang deskripsi”

Siswa: “paragraph pertama merupakan identifikasi.”

Guru: “identifikasi yang mana?”

Siswa: “yang pertama”

Guru: “garis bawah. Terus deskripsinya yang mana?”

Siswa: “paragraph ke dua”

Guru: “dimulai dari kalimat? She is beautiful sampai? Sampai mana?”

Siswa: “sampai...”

Guru: “sampai kalimat yang terakhir. Ya berate di presentasi kamu belum menjelaskan mana yang identifikasi, deskripsi, action verb, dan adjectivenya yaa. Oke, lalu. Sebutkan mana yang action verb? Action verb itu kata kerja aksi”

Siswa: “yang paragraph ketiga”

Guru: “garis bawah mba”

Siswa: “expresive”

Guru: “expressive itu artinya pintar berekspresi ya. Itu masuknya kata sifat. Kalau disitu gaada ya kata kerja aksinya”

Siswa: “hehe”

Guru: “iya, emang gaada. Selain expressive, adjectivenya ada apa lagi?”

(guru maju dan menunjukan mana yang adjective)

Guru: “prilly is beautiful women and not too tall. Tall itu ya tinggi. She has long hair, yang long ya. Terus itu apa tadi, black hair and long hair, black ya. Itu tadi yang kamu garis bawah termasuk kata sifatnya atau adjective. Jadi, beberapa missed atau kekurangannya

itu tadi, belum menyebutkan atau menjelaskan idesntifikasi yang mana, deskripsinya yang mana, action verb, dan adjective. Walaupun gaada, juga disampaikan kalau gaada. Gitu ya untuk masukannya. Baik silahkan ditutup”

Siswa: “sekian presentasi dari kelompok kami. Wassalamualaikum warohmatullohiwabarokatu.”

semua: “walaikumsalam warohmatullohiwabarokatu”

Guru: “oke, give applause”
(applause)

Guru: “oke, kelompok selanjutnya. Silahkan kelompok dua.”

(presentasi kelompok II: Mahalini)

(sesi tanya jawab: dua pertanyaan)

Guru: “nah jadi setelah kita melihat dari kelompok satu dan berapa ais?”

Siswa: “dua”

Guru: “oke, dua. Kekurangannya masih sama. Yaitu tidak menyebutkan identifikasi dan deskripsinya. Identifikasinya juga tidak di mention. Jadi, perlunya kita menyiapkan presentasi dengan baik. Jadi harus paham

betul, isi teksnya menceritakan tentang apa. Bagaimana part-part mana yang penting yang harus disiapkan dalam presentasi. Tadi kalau melihat dari kelompok satu dan dua memang belum well prepare ya. Isinya masih kurang. Masih belum banyak yang belum dicantumkan. Terus tadi, audiensnya juga kurang aktif menanyakan pertanyaan. Jadi sebagai audiens harus mendengarkan apa yang dipresentasikan sehingga nanti timbul pertanyaan-pertanyaan atau saran yang bisa disampaikan. Gitu ya, tapi gapapa kita masih belajar. Tapi untuk pertemuan selanjutnya harus lebih well prepared. Untuk kelompok selanjutnya, silahkan dilengkapi dulu, boleh diedit lagi nanti dikirim lagi linknya di grup. Oke sekian untk pertemuan hari ini. Before we end up out meeting today lets say hamdalah together.”

(alhamdulillahirobbilalamin)

Guru: “okay, see you on next meeting.
Wassalamualaikum warohmatullohiwabarokatu”

Siswa: “walaikumsalam warohmatullohiwabarokatu.”

TRANSKRIP OBSERVASI IV

Observer : Lulu Mubarokah
Class : X AKL 2
Date : 10 Agustus 2023
Waktu : 07.00-08.30

Guru: “*assalamualaikum warohmatulloh wabarokatu*”

Siswa: “*waalaikumsalam warohmatulloh wabarokatu.*”

Guru: “*good morning*”

Siswa: “*morning.*”

Guru: “*how are you today?*”

Siswa: “*yes, we are fine. Thank you, how about you maam?*”

Guru: “*I am very well, thank you. Okay, langsung saja ya. Kita melanjutkan presentasi selanjutnya. Tinggal berapa kelompok ya?*”

Siswa: “*empat maam*”

Guru: “*oke, silahkan yang mau maju duluan siapa?*”

(guru mempersiapkan proyektor)

Siswa: “*kelompok 3 maam*”

Guru: “*oke silahkan*”

(presentasi kelompok 5: Tulus. 2 pertanyaan)

Catatan: *bagus tapi harus teks harus mudah dipahami. Ada banyak grammar mistake dan perhatikan spelling.*

(presentasi kelompok 4: Erika Richardo. Tiga pertanyaan)

Masukan: *bagus dan komplit. Tapi, masih ada kesalahan dalam spelling*

(presentasi ke 6: Taylor Swift)

Guru: “*tidak ada lagi pertanyaan?*”

Siswa: “*tidak ada*”

Guru: “*ya, coba kita liat di slide yang ke-7. Bagian identification, udah betul atau belum?*”

Siswa: “*...*”

Guru: “*coba, kalau berdasarkan teks ini, mana yang termasuk identifikasi?*”

Siswa: “*dari sini, sampai 1989*”

Guru: “*oke, ini sudah bagian dari identifikasinya. Lanjut ke paragraph ini, sudah mulai mendeskripsikan ya, sampai terakhir. Terus lanjut action verbnya. Disitu ada sing. Sing itu without s atau tanpa s. sing itu kan menyanyi. Oke, good. Next, success,*

loh ini s nya ilang satu, harusnya dua ya. Oke, bagus. You may close the presentation”

(closing presentasi)

(tepu tangan)

Guru: “*oke, kelompok terakhir, kelompoknya dwi ya.*”

Siswa: “*iya bu*”

Guru: “oke, silahkan maju)
(presentasi kelompok III: Justin Bieber. Tiga pertanyaan)

Masukan: hasilnya sudah bagus, perhatikan lagi strukturnya. Achievement bukan bagian dari struktur.

Guru: “oke. Semuanya sudah memberikan yang terbaik, sudah menampilkan semaksimal mungkin. Ya, kalian ada ini apa namanya, mental buat berani ya. Jadi ya memang, kalau untuk presentasi tuh, yang pertama kalian harus menguasai materi. Ketika kalian sudah bisa atau sudah menguasai materi, kalian maju tuh bakalan pede. Salah itu ya nomer belakang lah. Kalau kalian sudah menguasai materi, ya gampang. Ada yang tanya, kamu bisa njawab. Ada yang mengkritik, kamu bisa jawab. Jadi seperti itu. Jadi tidak hanya satu orang saja yang menguasai, tapi juga yang lainnya harus bisa menguasai. Terus persetujuan dari kelompok juga, aku pengen ini lah, padahal yang lain tidak tau misal. Jadi, harus semua tau, paham, dan harus atas persetujuan semua, ya. Gitu ya. Jadi untuk materi kita hari ini, deskriptif teks sudah selesai. Pertemuan selanjutnya kita akan ke materi baru. Any question?”

Siswa: “not yet.”

Guru: “lets end up this meeting by saying hamdalah together.”

Siswa: “alhamdulillahirobbilalamin”

Guru: “okay, see you, wassalamualaikum warahmatullahiwabarokatu”

Siswa: “waalaikumsalam warahmatullahiwabarokatu

RESEARCH ACTIVITIES

A. Observation



Observation 1



Observation 2



Observation 3



Observation 4

B. Interview with Teacher



Interview with English Teacher

C. Interview with Student



Interview Student A



Interview Student B



Interview Student C



Interview Student D



Interview Student E



Interview Student F



Interview Student G

INFORMASI UMUM

IDENTITAS

MATA PELAJARAN	: BAHASA INGGRIS
PENYUSUN	: NUR BANI WIJAYANTI, S.Pd
SEKOLAH	: SMK DIPONEGORO 3 KEDUNGBANTENG
TAHUN PELAJARAN	: 2023/2024
JENJANG / KELAS	: SMK / X
ALOKASI WAKTU	: 45 MENIT X 3 JP X 4 PERTEMUAN
FASE CP	: E
ELEMEN CP	: 1. MENYIMAK-BERBICARA (LISTENING-SPEAKING) 2. MEMBACA-MEMIRSA (READING-VIEWING) 3. MENULIS-MEMPRESENTASIKAN (WRITING-PRESENTING)

KOMPETENSI AWAL

- Siswa telah memahami tentang bagaimana menyusun sebuah frase dan kalimat.
- Siswa telah memahami cara menyebutkan orang, benda dan tempat.

PROFIL PELAJAR PANCASILA

- Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
- Berkebhinekaan Global
- Gotong Royong
- Mandiri
- Bernalar Kritis
- Kreatif

MODEL PEMBELAJARAN

Menggunakan pendekatan berbasis text (Genre-Based Approach)

Model Pembelajaran:

- Tatap Muka
- PJJ Daring
- PJJ Luring

SARANA DAN PRASARANA

Pembelajaran menggunakan media/Alat:
Laptop/komputer, LCD, Video, Audio,
HP, Jaringan Internet, Speaker

ASESMEN

Individu & Kelompok
Jenis: Unjuk Kerja & Tertulis

TARGET PESERTA DIDIK

Peserta didik reguler/tipikal/umum

MATERI YANG AKAN DIPELAJARI

TEKS DESKRIPSI TENTANG ORANG, BENDA, DAN TEMPAT (DESCRIPTIVE TEXT ABOUT PEOPLE, THING, AND PLACE)

Descriptive text, diambil dari kata *describe*. Pengertian *describe* dikutip dari *Macmillan Dictionary* is to give details about what someone or something is like. *Describe* artinya memberikan detail tentang seperti apa seseorang atau sesuatu itu. Maka, *descriptive text* artinya salah satu jenis teks Bahasa Inggris yang di dalamnya memuat deskripsi atau gambaran detail tentang suatu obyek.

Biasanya obyek yang dijelaskan bisa berupa benda mati, tempat, maupun manusia dan makhluk hidup lainnya.

Dalam buku *College Academic Writing: A Genre-Based Perspective (2017)* karya Dr. I Wy. Dirgeyasa, M.Hum., tujuan atau fungsi sosial dari *descriptive text* adalah *to describe a person, place or thing in such a way that a picture is formed in the reader's mind*. Teks jenis ini digunakan untuk mendeskripsikan orang, tempat atau benda sedemikian rupa sehingga gambaran terbentuk di benak pembaca.

Unsur keabahasaan *descriptive text*:

1. Simple present

Ketika mendeskripsikan suatu hal, biasanya kalimatnya tidak terikat dengan referensi waktu. Maka, tenses yang digunakan adalah *Simple Present Tense*, yaitu tenses yang menggunakan kata kerja bentuk pertama (V1).

2. Nouns dan noun phrases

Ketika mendeskripsikan suatu hal, umumnya akan ada *noun* (kata benda) dan *noun phrase* (frase kata benda). Kata benda umumnya terdiri satu kata, sedangkan *noun phrase* merupakan kata benda beserta *modifiernya*.

3. Adjectives

Untuk menjelaskan atau mendeskripsikan obyek, kita bisa menggunakan *adjectives* atau kata sifat. Kata sifat ini bisa juga dijadikan *modifier* dalam *noun phrase*.

4. Relating verbs (copula)

Merupakan kata yang diposisikan untuk menjadi kata kerja dan berfungsi menghubungkan antara subjek dan penjelasan mengenai subjek tersebut. Contoh *relating verb* yang biasa digunakan ialah *is, are, have, has, seem, appear, mean, become* dan lain-lain.

5. Action verbs

Action verbs merupakan verb yang menunjukkan tindakan. Biasanya verb jenis ini digunakan ketika mendeskripsikan benda hidup. Contoh action verbs adalah *run, walk, see, listen, eat*, dan lain-lain.

6. Adverbials

Adverbial merupakan kata atau frase yang menerangkan verb. Biasanya *adverbial* digunakan ketika obyek yang dideskripsikan adalah benda hidup.

TUJUAN PEMBELAJARAN

1. Diperdengarkan descriptive text lisan, peserta didik mampu memasang gambar dan deskripsinya secara mandiri.
2. Peserta didik mampu menyusun descriptive text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.
3. Peserta didik mampu mempresentasikan descriptive text lisan di hadapan kelas dengan penuh tanggungjawab
4. Disediakan descriptive text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri
5. Peserta didik mampu membuat descriptive text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

PEMAHAMAN BERMAKNA

Setelah mempelajari modul ini, peserta didik mengetahui:

1. Penggunaan jenis teks deskripsi dalam kehidupan sehari-hari, terutama yang berhubungan dengan profesi di jurusannya.
2. Dalam pekerjaan, teks deskripsi bermanfaat.
3. Teks deskripsi digunakan untuk menjelaskan ciri-ciri fisik orang, benda dan tempat.

PERTANYAAN PEMANTIK

1. Can you imagine someone you are missing?
2. If yes, can you describe her/him physically?
3. Have ever bought something for your school need?
4. If yes, can you describe it?
5. Have you ever gone to somewhere?
6. If yes, can you describe the place?

LEARNING ACTIVITY

1st MEETING SPOKEN CYCLE

Kegiatan Awal (10 Menit)

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik berdasarkan gambar:



- Can you imagine someone you are missing?
 - If yes, can you describe her/him physically?
3. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
 4. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.
 5. Menjelaskan asesmen yang akan didapatkan peserta didik.

Kegiatan Inti (70 Menit)

1. Building Knowledge of the Field (BKoF)
 - Peserta didik diminta untuk mendengarkan dan menyimak teks deskripsi orang secara lisan.
 - Peserta didik diberikan lembar kerja untuk dikerjakan berdasarkan teks yang didengar yaitu memasang gambar orang dengan deskripsinya.
2. Modelling of the Text (MoT)
 - Peserta didik menjelaskan ciri-ciri fisik seseorang.
 - Peserta didik diberi penjelasan tentang struktur teks mendeskripsikan orang oleh guru.
3. Join Construction of the Text (JCoT)
 - Peserta didik diperlihatkan gambar orang.
 - Peserta didik membangun teks secara lisan dipandu oleh guru

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are*

active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya

LEARNING ACTIVITY

2nd MEETING SPOKEN CYCLE

Kegiatan Awal (10 Menit)

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Memberikan pertanyaan pemantik berdasarkan gambar:



- Have ever bought something for your school need?
- If yes, can you describe it?

3. Mengingatn pekerjaan pekan lalu membuat teks secara terbimbing.

Kegiatan Inti (70 Menit)

4. Join Construction of the Text (JCoT)
 - Peserta didik dikelompokkan berisi 4 orang.
 - Peserta didik mencari teks deskripsi tentang orang terkenal di internet.
 - Peserta didik mencari struktur teks dipandu oleh Guru.
 - Peserta didik mencari kata kerja pada teks deskripsi dipandu oleh Guru.
 - Peserta didik mencari kata sifat pada teks deskripsi dipandu oleh Guru.
 - Peserta didik menuangkan hasil diskusinya pada Canva.
 - Peserta didik mempresentasikan hasil diskusinya menggunakan Canva.
5. Independent Construction of the Text (ICoT)
 - Peserta didik mencari gambar tentang orang terkenal di internet.
 - Peserta didik menyusun teks deskripsi tentang

orang terkenal secara individu.

- Peserta didik mengunggah hasil tulisannya pada akun Instagram.
- Peserta didik memberikan umpan balik pada setiap hasil unggahan peserta didik yang lain.

Kegiatan Penutup

1. Memberikan umpan balik terhadap proses pembelajaran: *Well,*

(10 Menit)

class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?

2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya

LEARNING ACTIVITY

3rd MEETING WRITTEN CYCLE

Kegiatan Awal
(10 Menit)

- Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
- Memberikan pertanyaan pemantik berdasarkan gambar:



- Have you ever gone to somewhere?
- If yes, can you describe the place?

Kegiatan Inti
(70 Menit)

1. Building Knowledge of the Field (BKoF)
 - Peserta didik diperlihatkan teks tentang sebuah tempat kerja.
 - Peserta didik menuliskan noun phrase/frase kata benda dalam teks tentang sebuah tempat kerja.
2. Modelling of the Text (MoT)
 - Peserta didik menerima penjelasan struktur teks deskriptif tentang tempat.
 - Peserta didik mengelompokkan teks ke dalam beberapa karakteristik teks deskripsi .
3. Join Construction of the Text (JCoT)
 - Peserta didik dikelompokkan berisi 4 orang


	<ul style="list-style-type: none"> - Peserta didik merespon pertanyaan yang mengikuti text dengan bimbingan guru. - Peserta didik mencoba menyusun teks dipandu guru.
--	---

Kegiatan Penutup (10 Menit)	<ol style="list-style-type: none"> 1. Memberikan umpan balik terhadap proses pembelajaran: <i>Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?</i> 2. Menyimpulkan apa yang dipelajari hari ini. 3. Menyampaikan agenda pertemuan berikutnya
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LEARNING ACTIVITY

4th MEETING

WRITTEN CYCLE

Kegiatan Awal (10 Menit)	<ol style="list-style-type: none"> 1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran; 2. Memberikan pertanyaan pemantik: <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> - <i>Have you ever service a car/motorcycle by yourself?</i> - <i>Can you mention some parts of your vehicle?</i> 3. Mengingatn pekerjaan pekan lalu membuat teks secara terbimbing.
---------------------------------	--

Kegiatan Inti (70 Menit)	<ol style="list-style-type: none"> 1. Join Construction of the Text (JCoT) <ul style="list-style-type: none"> - Peserta didik dikelompokkan berisi 4 orang. - Peserta didik diperlihatkan gambar benda dan orang. - Peserta didik membangun teks secara tulis dipandu oleh guru 2. Independent Construction of the Text (ICoT) <ul style="list-style-type: none"> - Peserta didik secara berkelompok 4 orang.
---------------------------------	---

- Peserta didik diperlihatkan gambar benda dan orang
- Peserta didik secara mandiri membangun teks secara tertulis.
- Peserta didik membacakan hasil teks nya di depan kelas.

Kegiatan Penutup (10 Menit)

1. Memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
2. Menyimpulkan apa yang dipelajari hari ini.
3. Menyampaikan agenda pertemuan berikutnya

ASESMEN

Rancangan Asesmen Diagnostik

A. Diagnostik Non-Kognitif

- Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)
 Waktu pengerjaan : 10 menit
 Persiapan : Menyiapkan media misalnya kertas/formulir daring
 Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup
 Tindak lanjut : Jika terdapat masalah, ajak siswa berdiskusi

Informasi yang ingin digali	Pertanyaan kunci
Kebiasaan yang mendukung materi	<ol style="list-style-type: none"> 1. Apakah kamu pernah menyukai seseorang/benda/tempat? 2. Apa yang membuatmu menyukai orang/benda/tempat tersebut?
Pengenalan jenis teks	<ol style="list-style-type: none"> 1. Pernahkah kamu menemukan tulisan yang berisi sebuah gambaran/deskripsi tentang seseorang/benda/tempat?

B. Diagnostik Kognitif

- Waktu dilakukan : Awal pembelajaran (di luar jam pembelajaran)
 Waktu pengerjaan : 10 menit
 Persiapan : Menyiapkan media misalnya kertas/formulir daring
 Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup
 Tindak lanjut : melakukan pengolahan pada hasil asesmen
 Materi yang diujikan : Descriptive Text about People, Things, and Place

Pertanyaan	Jawaban	Skor (Kategori)	Rencana Tindak Lanjut
Which is the best	Mr. Stinson has	Paham	Pembelajaran dapat

sentence can describe people, things or place ?	oval face.	utuh	dilanjutkan ke pokok bahasan
	The computer is bad.	Paham sebagian	Memberikan pembelajaran remedial
	Belituing is not my hometown.	Tidak paham	Memberikan pembelajaran remedial
Which is the best noun phrase can describe people, things or place ?	A very humble man.	Paham utuh	Pembelajaran dapat dilanjutkan ke pokok bahasan
	A ricefield.	Paham sebagian	Memberikan pembelajaran remedial
	An good building	Tidak paham	Memberikan pembelajaran remedial

Rancangan Asesmen Formatif

Waktu dilakukan	: Setiap pertemuan
Persiapan	: Menyiapkan LKPD
Pelaksanaan	: Arahkan siswa langsung menjawab, beri waktu yang cukup
Tindak lanjut	: melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Waktu Pelaksanaan	Jenis Asesmen
1. Diperdengarkan descriptive text lisan, peserta didik mampu memasangkan gambar dan deskripsinya secara mandiri.	Pertemuan 1	Tertulis
2. Peserta didik mampu menyusun descriptive text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	Pertemuan 1	Unjuk Kerja
3. Peserta didik mampu mempresentasikan descriptive text lisan di hadapan kelas dengan penuh tanggungjawab	Pertemuan 2	Unjuk Kerja
4. Disediakan descriptive text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	Pertemuan 3	Tertulis
5. Peserta didik mampu membuat descriptive text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	Pertemuan 4	Tertulis

Rancangan Asesmen Sumatif

Waktu dilakukan	: Akhir pertemuan ke-4
Persiapan	: Menyiapkan daftar soal

Pelaksanaan : Arahkan siswa langsung menjawab, beri waktu yang cukup
Tindak lanjut : melakukan pengolahan pada hasil asesmen

Tujuan Pembelajaran	Jumlah Soal	Ket.
1. Diperdengarkan descriptive text lisan, peserta didik mampu memasang gambar dan deskripsinya secara mandiri.	2	Soal Listening
2. Peserta didik mampu menyusun descriptive text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	1	Soal Listening
3. Peserta didik mampu mempresentasikan descriptive text lisan di hadapan kelas dengan penuh tanggungjawab	1	Soal Listening
4. Disediakan descriptive text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri	4	Soal Reading
5. Peserta didik mampu membuat descriptive text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.	2	Soal Reading

PENGAYAAN & REMEDIAL

Pengayaan

Pengayaan diberikan kepada siswa yang telah melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa penambahan bacaan ataupun video dari jenis teks serupa untuk memperkaya pengetahuan.

Remedial

Remedial diberikan kepada siswa yang belum melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) berupa pembelajaran ulang dan/atau asesmen ulang.

LEMBAR KERJA PESERTA DIDIK

1st MEETING
STUDENTS' WORKSHEET

CHAPTER 4.1. DESCRIBING PEOPLE

Task 1. Listen to the video you will hear.



<https://youtu.be/dggFsUAuP24>

Task 2. Match the pictures with the description.



Laura is a woman who works as a computer programmer. Laura has long, curly, blond hair and blue eyes. She is a friendly woman and has many friends. She likes to talk to her neighbours, too when she has a spare time. Now, you can describe some friends and neighbours of Laura.

1. Thania is wearing a T-shirt, a red skirt and red shoes.
2. Mrs. Alya is pretty, tall and rather plump. She also wears glasses.
3. Valdo is handsome muscular. He is wearing a gym suit.
4. Niizza is passionate about music.
5. Nabila is beautiful. She has long wavy red hair and blue eyes.



Task 3. Pay attention to the following points.
 Generic Structure of Descriptive Text

1. Identification

Bagian ini, terletak pada paragraf pertama, tujuannya untuk mengidentifikasi suatu objek yang ingin dideskripsikan. Identification berfungsi untuk memperkenalkan kepada pembaca tentang objek yang akan kita jelaskan, sebelum kita memberitahu tentang lebih rinci mengenai objek tersebut pada paragraf selanjutnya.

2. Description

Bagian ini, terletak pada paragraf kedua dan seterusnya, berisi tentang sifat-sifat yang melekat pada sesuatu yang sudah kamu kenalkan pada pembaca pada paragraf pertama.

Descriptive Text about Person

My Friend



1. **Paragraph of identification:**
I have a close Friend
2. **Paragraphs of description:**
She is beautiful and trendy.
she like her a new stylist shoes
She is really mad on that shoes.

Example:

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He always does his homework. He is also well-dressed and well-behaved. Ernesto has a well-built body. He takes part in all sports, scout, trekking and mountaineering activities. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He inspires me to work harder. I am happy to have such a friend.

Task 4. Now, describe your best friend like the example above orally. You can ask your teacher as your guide.

**2nd MEETING
STUDENTS' WORKSHEET**

CHAPTER 4.2. DESCRIBING THING

Task 1. Pay attention to the following pictures.

Match the pictures with the name of the things you can find in your workshop.



- | | |
|------------------------|----------------------------------|
| 1. Combination spanner | 6. Adjustable wrench |
| 2. Monitor | 7. Fiber optic |
| 3. Jack stand | 8. Twisted pair cable |
| 4. Sliding T Bar | 9. Modulator Demodulator (Modem) |
| 5. Wheel brace | 10. Computer server |

Task 2. Use the words above and completing the sentences.

1. The mechanic uses the combination spanner to open the nut.
2. There is a computer monitor in my father's office.
3. Jack stand is used in
4. My father uses..... to loosen the tight nut.
5. A student is using to loosen the wheel.

6. There is an on the table.
7. The.....are on the computer laboratory's floor.
8. The instructor buys..... to be installed in the laboratory.
9. A teacher usesto change the signal.
- 10.give the service to other computers.

Task 3. Pay attention to the following paragraph. Then make your own paragraph by using other tools on Task 1.

Today I go to school by my favorite motorcycle. My lesson is how to use a jack stand. It is used to jack a car when it is being repaired. Its colour is black and white. It is about one meter length and about twelve kilograms weight.

3rd MEETING STUDENTS' WORKSHEET

DESCRIBING A PLACE

Task 1. Study the following text.

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.

Nouns dan noun phrases

Ketika mendeskripsikan suatu hal, umumnya akan ada *noun* (kata benda) dan *noun phrase* (frase kata benda). Kata benda umumnya terdiri satu kata, sedangkan *noun phrase* merupakan kata benda beserta *modifiernya*.

Semua kata yang digarisbawahi merupakan NOUN PHRASE/frase kata benda.

Task 2. Translate the following Noun Phrase into Bahasa Indonesia

1. foreign tourists
2. a remote area
3. its hilly contours
4. this tourist spot
5. dozens of meters
6. the long trip

7. warm water
8. an interesting spot
9. natural beauty
10. leafy trees

Task 3. Make a simple descriptive text of a place you have ever visited. Describe the sentence by mentioning its name, the way, situation, position, and the scenery.

4th MEETING STUDENTS' WORKSHEET

CHAPTER 4.4. DESCRIBING PEOPLE AND THING

Task 1. Look at the picture below. Answer the the following questions.



- *Have you ever service a car/motorcycle by yourself?*
- *Can you mention some parts of your vehicle?*

Task 2. Study this text.

Yesterday I and my father went to Car Fix in Pekalongan. I saw many cars were being repaired. Many kinds of cars were repaired. The mechanics were wearing wearpacks. Its colour is red and blue. They also wore a hat. They used jack stand, wheel brace, combination spanner, sliding T bar and other tool to repair the cars.

Task 3. Make a simple paragraph based on your experience. You can describe a people you have ever met, your favourite thing, or a place you have ever visited.

ASSESSMENT INSTRUMENT

Formative Assessment

1. Meeting 1 (Spoken Cycle)

Tujuan : Diperdengarkan beberapa descriptive text lisan, peserta didik mampu memasang gambar dan deskripsinya secara mandiri.

Jenis : Tertulis

Rubrik :

Skor	Kriteria
5	Peserta didik tepat memberi nomor untuk 5 deskripsi
4	Peserta didik tepat memberi nomor untuk 4 deskripsi
3	Peserta didik tepat memberi nomor untuk 3 deskripsi
2	Peserta didik tepat memberi nomor untuk 2 deskripsi
1	Peserta didik tidak memahami instruksi soal dan tidak mengerjakan

Tujuan : Peserta didik mampu menyusun descriptive text lisan dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

Jenis : Unjuk Kerja

Rubrik :

Aspek	Skor	Kriteria
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami
Fluency	5	Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu
	1	Berbicara terputus-putus
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami

2. Meeting 2 (Spoken Cycle)

Tujuan : Peserta didik mampu mempresentasikan descriptive text lisan di hadapan kelas dengan penuh tanggungjawab

Jenis : Unjuk Kerja

Rubrik :

Aspek	Skor	Kriteria
Pronunciation	5	Mudah dipahami dengan aksen penutur asli
	4	Mudah dipahami meskipun dengan aksen tertentu
	3	Ada pengucapan sehingga pendengar harus konsentrasi
	2	Sulit dipahami sehingga diminta mengulang
	1	Masalah serius, tidak bisa dipahami
Fluency	5	Lancar seperti penutur asli
	4	Kelancaran sedikit terganggu
	3	Kelancaran agak terganggu
	2	Sering berhenti karena ragu
	1	Berbicara terputus-putus
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas
	1	Sangat terbatas
Grammar	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami

3. Meeting 3 (Written Cycle)

Tujuan : Disediakan descriptive text tulis, peserta didik mampu menganalisis struktur teks dan unsur kebahasaan secara mandiri.

Jenis : Tes Tertulis (Menganalisis dan menerjemahkan Noun Phrase)

Rubrik :

Skor	Kriteria
10	Peserta didik tepat memberi nomor untuk 10 frase
8	Peserta didik tepat memberi nomor untuk 8 frase
6	Peserta didik tepat memberi nomor untuk 6 frase
4	Peserta didik tepat memberi nomor untuk 4 frase
2	Peserta didik tidak memahami instruksi soal dan tidak mengerjakan

4. Meeting 4 (Writing Cycle)

Tujuan : Peserta didik mampu membuat descriptive text tulis dengan bahasa sendiri sesuai dengan karakteristik jurusannya.

Jenis : Tes Tertulis

Rubrik :

Aspek	Skor	Kriteria
Vocabulary	5	Menggunakan kosakata seperti penutur asli
	4	Kadang menggunakan kosakata yang tidak tepat
	3	Sering menggunakan kosakata yang tidak tepat
	2	Menggunakan kosakata sangat terbatas

Aspek	Skor	Kriteria
Grammar	1	Sangat terbatas
	5	Tidak ada atau sedikit mengalami kesalahan
	4	Kadang-kadang mengalami kesulitan tata bahasa
	3	Sering mengalami kesalahan yang mempengaruhi makna
	2	Banyak kesalahan tata bahasa yang menghambat
Struktur	1	Kesalahan tata bahasa sangat parah, tidak bisa dipahami
	5	Urut dan sesuai struktur teks
	4	Ada bagian tidak sesuai namun tidak terlalu berpengaruh
	3	Ada bagian tidak sesuai, masih dapat diterima
	2	Ada sedikit kesesuaian struktur
Konten/Isi	1	Tidak sesuai struktur teks
	5	Sangat jelas keterpaduan gagasan antar paragraf
	4	Cukup menunjukkan keterpaduan gagasan antar paragraf
	3	Keterpaduan gagasan antar paragraf sudah terlihat
	2	Ada sedikit keterpaduan gagasan antar paragraf
	1	Tidak ada keterpaduan gagasan antar paragraf

Summative Assessment

- Jenis : Tes Tertulis
 Soal : 10 butir
 Rubrik : Benar skor 2; Salah skor 0
 Item tes : Students' Worksheet 5

BAHAN BACAAN GURU & PESERTA DIDIK

Descriptive Text

Pengertian Descriptive Text

Descriptive Text adalah salah satu jenis text dalam Bahasa Inggris yang menggambarkan dengan jelas sifat-sifat yang melekat pada sesuatu, baik itu manusia, hewan, tumbuhan mau pun benda mati. Tujuan dari teks ini adalah memberikan informasi dengan jelas mengenai objek yang digambarkan kepada pembaca.

Ciri-ciri Descriptive Text

- Menggunakan Simple Present Tense

Teks ini menggunakan Simple Present Tense karena kita akan mendeskripsikan fakta-fakta yang melekat pada suatu objek, dan salah fungsi dari Simple Present Tense sendiri adalah untuk menunjukkan suatu fakta atau kebenaran.

Misalkan kamu ingin mendeskripsikan mengenai tempat tidur kamu, kamu bisa menggunakan kalimat:

The color of my bedroom is blue.

- Menggunakan banyak kata sifat (adjective).

Karena fungsi dari teks ini adalah untuk memberikan informasi dengan menggambarkan suatu objek yang dideskripsikan, maka dalam Descriptive Text akan

banyak dijumpai kata sifat (adjective). Contohnya adalah big, small, colorful, dan lain sebagainya.

- Menggunakan kata kerja penghubung (relating verb).

Relating verb adalah kata kerja yang memberikan penjelasan kepada kata benda yang menjadi subjek dari suatu kalimat. Contohnya: is, have, seem, appear, dan kata kerja lainnya.

Sumber: englishadmin.com

GLOSARIUM

Adjustable wrench (noun phrase)	: kunci Inggris
Chant (noun)	: nyanyian
Curly (adjective)	: keriting
Elusive(adjective)	: sukar untuk dipahami
Enhancement (noun)	: pesona
Gurgle (verb)	: berdeguk
Hilly (adjective)	: berbukit-bukit
Jack stand (noun phrase)	: dongkrak
Leafy (adjective)	: rindang
Loosen (verb)	: mengendurkan
Manner (noun)	: sikap
Obedient (adjective)	: patuh
Passionate (adjective)	: suka
Punctual (adjective)	: tepat waktu
Sliding T Bar (noun phrase)	: kunci T
Spanner (noun)	: kunci pas
Soothe (verb)	: menenangkan
Wavy (adjective)	: bergelombang
Wheel brace (noun phrase)	: kunci roda

DAFTAR PUSTAKA

<https://id.pngtree.com/free-png-vectors/komputer>

<https://youtu.be/dqgFsUAuP24>

<https://youtu.be/x0YQX7gGkQs>

<https://youtu.be/ZxqhO-CQIfA>

<https://youtu.be/1aA7ABYIf0o>

PLAGIARISM CHECK

THE USE OF CANVA AS ASSESSMENT TOOL IN ENGLISH CLASS OF 10 TH GRADE AT SMK DIPONEGORO 3 KEDUNGBANTENG, BANYUMAS REGENCY

ORIGINALITY REPORT

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Curriculum Vitae

A. Personal Details

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B. Educational Background

MI Ma'arif Nu 1 Dawuhan Kulon
SMP Negeri 1 Kedungbanteng
SMA Negeri 3 Purwokerto
UIN Prof.K.H. Saifuddin Zuhri Purwokerto

C. Scientific Works

1. Wanita Dalam Islam – Journal of Islamic Studies and Humanities (2021)
2. The Difficulties of Using Online Platform as a Teaching Media for Student - Proceeding of Conference on English Language Teaching (CELTI 2021)
3. The Role of Google Translate as a Learning Medium for EFL Students: Systematic Review - Proceeding of Conference on English Language Teaching (CELTI 2022)
4. The Difficulties teaching speaking for young learners: teachers' and students' perspectives - Jurnal Bahasa Asing (LIA) (2023)

D. Organizational Experience

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