A THESIS

**THE EFFECT OF USING THE CANVA APPLICATION
IN IMPROVING STUDENTS' VOCABULARY
AT UPT SDN 214 PINRANG**

By:

**ASMINAH BAHAR
Reg. Number: 19.1300.085**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
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Submitted to the English Education Program of Tarbiyah Faculty of State
Islamic Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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As Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.)

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ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis   : The Effect of Using the Canva Application in Improving Students' Vocabulary at UPT SDN 214 Pinrang

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Study Program	:	English Education Program
By Virtue of Consultant Degree	:	SK. Nomor : 3372 Tahun 2022
Date of Graduation	:	31 July 2023

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ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

الْحَمْدُ لِلّهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَلسَّلاَمُ عَلَى أَشْرَفِ ألأَنْبِيَا وَالْمُرسَلِينَ وَعَلَى اَلِهِ
وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Alhamdulillahi Rabbil Alamin. All praise be to Allah[A1], for the strength, health, opportunity, and love. So that the researcher can finish this thesis. Salam and Salawat Strongly Agree be sent to the prophet Muhammad saw. Peace be upon him, who has guided us from uneducated person to be educated person.

The researcher would like to thank all those who have supported and assisted her in completing this thesis. She realized that without the support that has been given, she would not have reached the point of writing and completing this thesis. On this occasion, the researcher would like to express her deepest gratitude, to her father and mother, two people whose love, affection and prayers have never stopped for researcher. Thank you very much. Father, Bahar Donggang and Mother, Rosmini.

Her high appreciation and profusely sincere thanks are due to Sir Dr. H. Ambo Dalle, S.Ag., M.Pd as first consultant and Mam Kalsum, M.pd, as second consultant who have patiently guided and given their construction suggestion, motivation and correction to the writer for finishing this thesis.

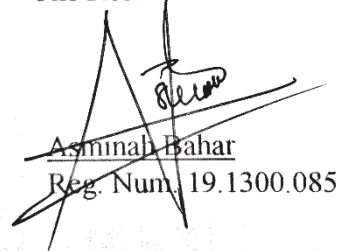Another side, the writer would also deliver special thanks to:

1. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare

2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.

3. Dr. Arqam, M.Pd. as the Chairman of English Program for the fabulous serving to the students.

4. All lecturers of English Program who have already taught her during her study in IAIN Parepare.

5. The staff of Tarbiyah Faculty who has worked hard in order to complete the administration for this research.

6. English Education Program or HMPS TBI and LIBAM organization, which has become a place for researcher to learn many things. And the people within it.

7. The most important people after parents who cannot be mentioned one by one, people who always provide support in many ways, are one of the strongest reasons to finish this thesis as soon as possible.

Finally, the researcher realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, 8 July 2023
27 Zulkaidah 1444 H
The Researcher

Asminah Bahar
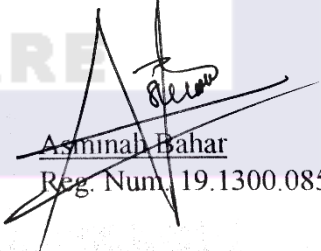Reg. Num. 19.1300.085

DECLARATION OF THE RESEARCH AUTHENTICITY

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Thesis Title : The Effect of Using the Canva Application in Improving Students' Vocabulary at UPT SDN 214 Pinrang

Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, 8 July 2023
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The Researcher

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ABSTRACT

Asminah Bahar. *The Effect of Using the Canva Application in Improving Students'* *Vocabulary at UPT SDN 214 Pinrang* (Supervised by Ambo Dalle and Kalsum)

This research is an experimental study that aims to analyze the effect of using the Canva application as a learning medium on students' vocabulary skills at UPT SDN 214 Pinrang. The purpose of this study was to assess the impact of using the Canva application as a tool for making learning media on increasing students' vocabulary skills at UPT SDN 214 Pinrang.

This study used an experimental design with a pre-experimental approach. This means that this study only involved one treatment group with no control group being compared. In this case, all participants were students from SDN 214 Pinrang. The number of samples used in this study were 30 students. This number represents the student population involved in the study.

Students receive treatment in the form of using the Canva application as a tool for creating learning media. This includes three meetings where students are taught using learning media created through the Canva application. Students were measured for their vocabulary skills before and after treatment using a pre-test and post-test to compare changes in vocabulary skills before and after using Canva as a learning medium. The data obtained from the pre-test and post-test were analyzed using descriptive analysis. This analysis includes statistical calculations such as mean, median, and standard deviation to describe the distribution and changes in students' vocabulary skills.
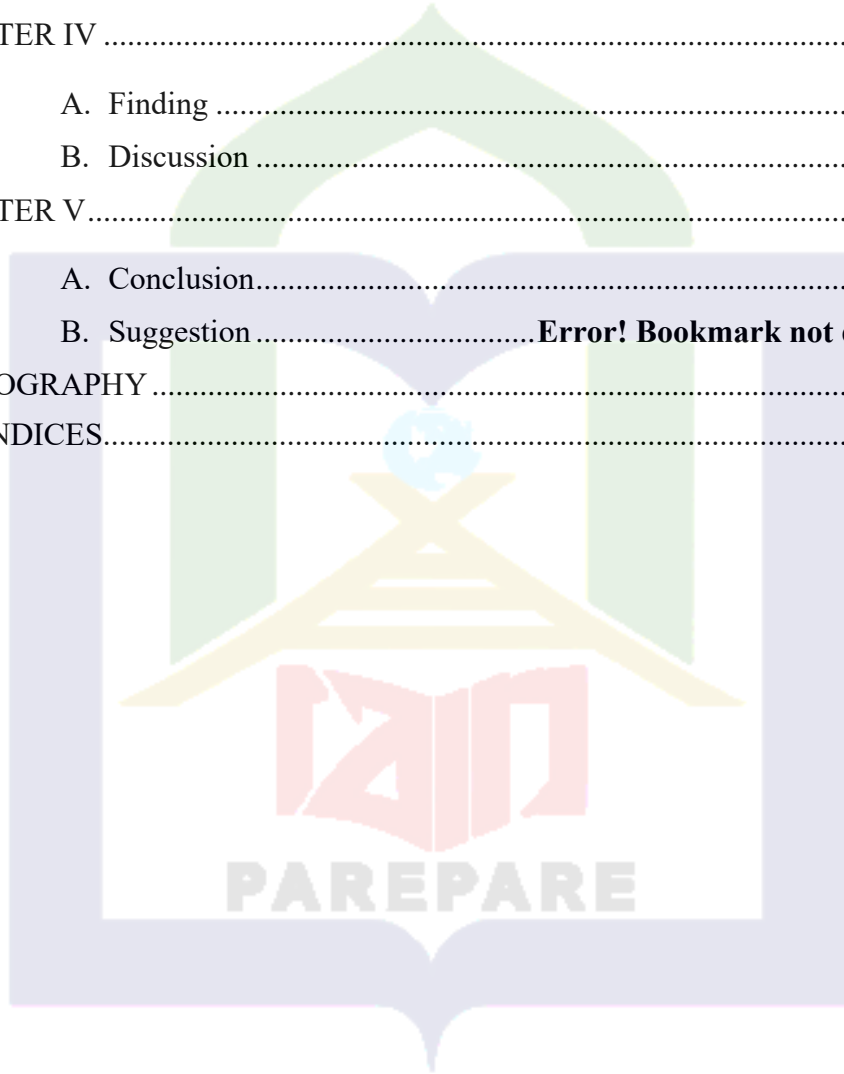
The results showed that there was a significant increase in students' vocabulary skills after using learning media from the Canva application at UPT SDN 214 Pinrang. A negative mean difference indicates [A4]that the average student scores increased from the pre-test to the post-test. From the results of this study, it can be concluded that the use of the Canva application as a learning medium has a positive impact on increasing students' vocabulary skills. The implications of this research can be a basis for applying similar approaches in other learning environments. In addition, further research can be carried out to dig deeper into the effects of using technology in learning and the effectiveness of this method in the longer term.

Keyword: Students' Vocabulary Skills, Canva Application, UPT SDN 214 Pinrang

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CHAPTER I

INTRODUCTION

A. Background

In the world of modern education, interesting learning media plays a very important role. Interesting learning media not only motivate students, but also help them understand and master learning material better. In this context, the use of innovative and interesting learning media can increase the effectiveness of teaching and learning.

Interesting learning media is able to attract students' attention and make them actively involved in the learning process. By using visual, audio, and interactive elements, interesting learning media can arouse students' interest, make them more enthusiastic, and motivate them to learn.

In addition, interesting learning media facilitates better understanding. Information presented visually and audio has the ability to evoke clear mental images and reinforce student understanding. By using interesting learning media, students can more easily understand and associate information with the real world, thus strengthening their understanding of learning material.

Furthermore, interesting learning media can increase information retention. According to research, the use of visual and interactive elements in learning media can strengthen students' long-term memory. Students are more likely to remember information that is presented visually rather than just using text or lectures. Through interesting learning media, students can build a strong relationship between learning content and previous experiences and knowledge, there by strengthening their memory.

Interesting learning media can also facilitate student-centered learning. In a student-centred learning approach, students take an active role in learning and have control over their own process. Interesting learning media allows students to explore learning materials in a more interactive and independent way. This helps increase student engagement in the learning process.

In addition, interesting learning media can enhance the overall learning experience. In engaging learning, students can feel more connected to the learning material and feel satisfaction and joy in learning. This can create a positive learning atmosphere and build motivation.

Canva has emerged as one of the most valuable learning media creation tools. Canva has become one of the leading platforms for creating engaging and visual learning media. With a simple user interface, Canva allows users with no previous design experience to easily create engaging and professional learning materials. In an increasingly digital world of education, the use of design tools like Canva is indispensable to increase the quality and appeal of learning materials.

One of Canva's strengths as a maker of learning media is the availability of ready-to-use templates and designs. Canva provides a wide selection of templates that can be tailored to your learning goals. Users can choose a template according to the desired content and style, thus saving time and effort in designing the visual appearance. In this template, design elements such as images, icons, and fonts have been carefully selected to create an attractive and effective way of conveying information.

The variety of design elements that Canva offers is also an important advantage. Users have access to a diverse collection of images, icons, backgrounds and fonts. These design elements can be easily adapted and combined to create

creative learning materials to suit specific needs. Users can also upload their own resources, such as an image or school logo, to add a personal touch to the learning media.

Lastly, Canva also has flexibility when it comes to accessibility. Users can access Canva via a web browser or using the mobile app on a mobile device. This allows users to create, edit and access learning materials anywhere and anytime according to their needs. This flexibility becomes invaluable in the context of distance learning or a combination of online and offline learning.

Overall, Canva has proven itself to be an effective and popular tool in creating learning media. With ready-to-use templates, a variety of design elements, team collaboration capabilities, and flexible accessibility, Canva is a great choice for creating engaging, interactive, and professional learning materials.

B. Research Questions

Based on the background of the problems described above, and also with respect to the limitations of the problems described above, the research questions can be formulated as follows:

 Is the Using of Canva App able to Improve Students' Vocabulary at UPT SDN 214 Pinrang?

C. Objectives of the Research

To find out the effect of learning media created with the Canva application on increasing the vocabulary of SDN 214 Pinrang students'.

D. Significances of the Research

1. Theoretical Benefit

It is hoped that this research can provide information on the development of science and knowledge, especially in terms of students' vocabulary in various uses of learning media. In addition, this research can be used as input material for the interests of scientific development of those who need it and of course make this research a follow-up to similar objects or other aspects that have not been considered in this research.

2. Practical Benefits

The utility of this practical investigation is as follows:

a. To Increase understanding of the various uses of learning media for the general public and also improve the quality of public education by following technological developments.

b. For teachers, it is expected that this research can be used as an input that in learning activities it is necessary to use various learning media.

c. For other researchers, the result of this research would be useful to increase their knowledge and the researcher hopes this research can be references for the other researchers who are going to make a research in the same topics

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The author obtains several works that are almost equal to the object of investigation, among them:

The first research was from Juliana Sari Saputri (2020), "The Effect of Digital Poster Canva Toward Students' Writing Ability of Announcement at the Tenth Grade Students of SMA YLPI Pekanbaru". The data shows that there is a significant effect of using Canva's Digital Poster on students' writing abilities in tenth grade, SMA YLPU Pekanbaru[1]

The second research was from Rahma Antika Zahra (2022), "The Effectiveness of Using Picture from Canva Application in Improving Students' Writing Skills on Descriptive Text". Result of this research shows that student who use canva application achieve better performance in improving their writing skill than those who do not use canva application.[2]

The third research was from Tira Nur Fitria (2022), "Using Canva as Media for English Language Teaching (Elt): Developing Creativity for Informatics Students". The conclusion in this journal explains that Canva is very suitable for

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[1] Juliana Sari Saputri, The Effect of Digital Poster Canva Towards Students' Writing Ability of Announcement at the Tenth Grade Students of S Ylpi Pekanbaru A, Vol. 21, 2020.
[2] Rahmah Antika Zahraa, Faculty of Education, and Teacher Training, "The Effectiveness of Using Picture from Canva application in Improving Students '," 2022.

learning basic competencies. Canva can be a tool to highlight and develop creative students in the field of technology.[3]

The forth research was from Zulfikar Arahman (2022), "The Use of Canva Media in the Development of English Learning for Grade 9 Junior High School". The result of this study indicate that online learning media has a positive effect on students. Therefore, students agree with the use of the Canva application as a learning media. Of all students who are interested in using the Canva application in the learning process, more than those who are less interested. Students responses to language learning using media show a positive response to learning through online media, especially in using the Canva application.[4]

The last research was from Erfin Wijayanti (2022), "Teaching English by Using Canva: Students' and Lecturers' Voice". The findings from this study indicate that the majority of students and lecturers have a positive opinion about the use of Canva in teaching English based on the three indicators provided by the researcher, namely usability, ease of use, and ease of access. This research reveals that Canva is 1 usability tool for teaching English, Canva is also an ease of use tool for teaching English that is easy to use, effective. Improve the teaching and learning process, and easy to distribute. In the end, Canva has easy access because Canva provides everything for the teaching and learning process such as videos, pictures, colors.

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[3] Tira Nur Fitria, "Using Canva as Media for English Language Teaching (Elt) in Developing Creativity for Informatics Students'," *ELT Echo : The Journal of English Language Teaching in Foreign Language Context* 7, no. 1 (2022).

[4] Zulfikar Arahman, "The Use of Canva Media in the Development of English Learning for Grade 9 Junior High School," *Progress in Retinal and Eye Research* 561, no. 3 (2019): S2–3.

Apart from that, Canva is an interesting application. And good choice for learning and teaching process.[5]

This study has several differences with previous studies that have never been studied before. The following are some of the aspects that set this research apart:

1. Focus on improving English vocabulary: This research focuses on developing English vocabulary. Previous research has discussed learning English, but the emphasis on improving or adding vocabulary may not have been studied specifically.

2. Use of the Canva application as a learning media: This research implements the results of learning media created using the Canva application. This shows the use of some specific media in learning English, which has not necessarily been explored in previous studies.

3. Innovation in learning approach: This research presents a new learning approach or method that has never been researched before in the context of increasing English vocabulary. there are variations in the teaching methods, activities, or strategies used in this study, which set it apart from previous studies.

4. Focus on the results produced: This research is also different in terms of focus on the results to be achieved. While previous studies may have focused more on the learning process, this research may have focused more on improvements or changes in the English vocabulary produced by Canva's learning media.

B. Some Partinent Ideas

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[5] Erfin Wijayanti, "Teaching English by Using Canva: Students' and Lecturers' Voice," English Franc*a : Academic Journal of English Language and Education* 6, no. 2 (2022).

1. Learning Media

Learning media is a tool or intermediary that is useful to facilitate the learning process, in order to facilitate communication between teachers and students. This is very helpful for teachers to teach and facilitate students to receive and understand lessons.[6]

The term media comes from the Latin "medius" which means "middle, intermediary, or introduction". In Arabic, the media is (لئاسو) that is "intermediary or messenger from the sender to the recipient of the message".[7]According to AECT (association of Education and Communication Technology) defines that media are all forms and channels that are used for a process of distributing information.[8]Apart from being a delivery or delivery system, the media is often replaced with the word mediator, with the term media mediator which has the function of regulating an effective relationship between the two main parties in the learning process, namely students and subject matter.[9] Media is one of factors that can make a learning process is going effectively, media can prevent misconception in the learning process.[10]

There are several criteria must be considered in selecting learning media so that the teaching-learning process runs smoothly and in accordance with the objectives set. Some criteria in choosing the following learning media:

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[6] Sefriani, Rini dkk "Design and Development Based Learning Media Application Using Mobile App Inventor," *International Journal of Educational Development and Innovation*, n.d., 45–53.

[7]Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT RajaGrafindo Persada, 2009), h.3.

[8]Asnawir dan M. Basyiruddin, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), h.11.

[9]Azhar Arsyad, *Media Pembelajaran*. H. 3.

[10] Astuti, Fiki Kusuma et all, "Effectiveness of Elements Periodic Table Interactive Multimedia in Nguyen Tat Thanh High School," n.d., 2.

1. In accordance with the objectives to be achieved. The media are chosen based on instructional goals that have been set both in terms of cognitive, effective, and psychomotor.

2. The media must be appropriate to support the content of lessons that are facts, concepts, principle or generalization.

3. The media must be practical, flexible and enduring. If there is no time, funds or other resources available to produce, it does not need to be forced. Media that is expensive and takes a long time is not a guarantee as the best media. So the teacher can choose the available media, easily obtained and easily made by the teacher. The selected media should be used wherever and whenever with existing equipment in the surrounding environment, and is easy to carry and move anywhere.

4. The media must be able to be used by teachers well and skillfully. Whatever the media, the teacher must be able to be use it in the learning process.

5. Technical quality. Visual development of both images and photography must meet certain technical requirements. For example the visuals on the slides must be clear and the information or messages that are highlighted and want to be conveyed should not be disturbed by other elements in the form of background.

6. The media use must be in accordance with the level of thinking of students.

7. The media used must be able to support and help students' understanding of the lesson so that the learning process can run smoothly and in accordance with the learning objectives can be achieved. [11]

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[11] Ediyani, Muhammad et all "Study on Development of Learning Media," *Jurnal Lembaga Riset dan Kritik Internasional Budapest (BIRCI-Journal)* 3 (2020).

Based on the above understanding, it can be said that the media is something that is convincing messages, stimulates the thoughts, feelings, and willingness of students so that they can encourage the learning process in themselves.[12] The use of learning media at the learning orientations stage will greatly assist the effectiveness of the learning process and the delivery of messages and lesson content.[13]

So it can be concluded that Media is a tool that has an important role in conveying and channeling relevant messages to achieve the desired learning objectives. Learning media has the ability to present learning material visually, audio, and interactively, so that it can help students better understand the concepts being taught.

The use of learning media in the teaching and learning process also has a significant positive effect on students. In this context, the media can be a source of inspiration that is able to generate new desires and interests in students towards the subject being studied. Through the use of interesting and interactive media, students can be actively involved in learning, so that they are more motivated to learn and participate enthusiastically.

In addition, learning media can also create a more interesting and enjoyable learning environment. With the various forms of media presented, students have the opportunity to learn through visual, auditory or even tactile experiences. This allows students with different learning styles to stay engaged and gain deep understanding.

Furthermore, the use of learning media can help students develop critical skills, creativity, and problem solving. With interactive media, students can apply the

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[12] Asnawir dan M. Basyiruddin Usman, *Media Pembelajaran*, h. 11.
[13] Ediyani, "Study on Development of Learning Media."

knowledge they gain in real situations, so they can see the relevance and benefits of what they learn.

In conclusion, learning media has a very important role in the teaching and learning process. Apart from being a tool for conveying learning messages, the use of media can generate new interest, motivation, and desires for students. Therefore, it is important for educators to use instructional media effectively to create meaningful learning experiences and enrich the educational process.

2. Canva

a. Meaning of Canva

Canva is an online-based application that provides attractive designs in the form of templates, functions, and various categories provided. With a diverse and interesting design, the teaching and learning process will not be bored.[14]

Canva as a website is a source of visual media that can be used as a window into the wider world outside of language classes and, of course, a collection of authentic materials that are easily accessible.[15]

Canva is an amazing design platform with lots of great features and capabilities. Whether used for personal, professional, or educational purposes, Canva makes it easy and flexible to create attractive designs and standout visuals. With Canva, anyone can become a creative designer and produce stunning work quickly and easily.

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[14]Salam, Muhammad Yusuf and Adam Mudinillah, "Canva App Development For Distance Learning on Arabic Language Learning in MTs Thawalib Tanjung Limau Tanah Datar," *Jurnal Teknologi Pendidikan*, n.d.

[15] Christina, Elsa and Khoirul Anwar, "The Perception of Using Technology as a Media for English Teacher Creating Media Virtual Teaching and English Learning in Loei Thailand," *Journal of English Teaching, Literature, and Applied Linguistics*, n.d.

b. Advantages of Canva

1) Accessible via Web and Android

One of Canva's main strengths is its wide accessibility. The Canva platform can be accessed through the official Canva.com website, so users can use it through any web browser without the need to download or install additional software. Apart from that, Canva also provides free downloadable apps for Mac, Windows, Android, and iOS devices.

With easy access through websites and applications for various platforms, Canva offers an easy and comfortable user experience. Users can easily take advantage of Canva's features on any device they own, giving them the flexibility to create, edit and share their designs anywhere and anytime.

2) Simple but complete interface

Canva's display interface combines simplicity and comprehensiveness. Users, whether new or experienced, can easily adapt to this interface and use its various features comfortably. With an easy-to-understand and comprehensive interface, Canva provides a fun and streamlined design experience for users of all backgrounds and skill levels.

3) Many templates available

Canva allows users to quickly and easily create various types of designs, such as presentations, animated videos, comics, banners, logos and CVs. This platform provides thousands, even hundreds of thousands of templates that continue to grow every day in line with the growth of users. With the wide variety of templates available, users can get started with their designs quickly and have a visual reference ready to go.

4) **Many features**

Canva is feature rich. In Canva there are free and premium templates, backgrounds, photos and images, upload photos, videos, PDF, fonts, logo makers, graphics and features to add elements from platforms like Emoji, Giphy, Pixton to YouTube. Even, Canva application are also very suitable to be used as a learning medium because in the video can add animations provided by Canva and can also add sound that has been provided the results can be developed into audiovisual learning media. Audiovisual can be said to be effective, providing reasoning in observing to add students' understanding.[16]

5) **Graphic designs can be downloaded and shared in various formats**

Another advantage of Canva is that the designs created can be downloaded for free in PNG, PDF, JPG, SVG, GIF or MP4 format.

6) **No storage space required**

Using Canva does not require any special storage space. The platform that canva is based on the web and in the cloud. An auto save function is available Canva will save the design automatically.

c. **Disadvantages of Canva**
1) **Can only be accessed online**

Because it's web-based, Canva can only be accessed online. Therefore, of course you need an Internet quota.

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[16] Salam, Muhammad Yusuf and Adam Mudinillah, "Canva App Development Fpr Distance Learning on Arabic Language Learning in MTs Thawalib Tanjung Limau Tanah Datar."

2) Several new features can be accessed with a Premium account

Canva is feature-rich, but some premium features are only accessible when we've paid. Examples of premium features in Canva include removing photo backgrounds, using premium templates, photos, and assets, downloading at a higher quality, and downloading with transparent backgrounds.

3) Need a stable internet signal

Need a strong and stable signal. The minimum signal strength is H+, also known as WCDMA/GSM Auto

d. Features of Canva
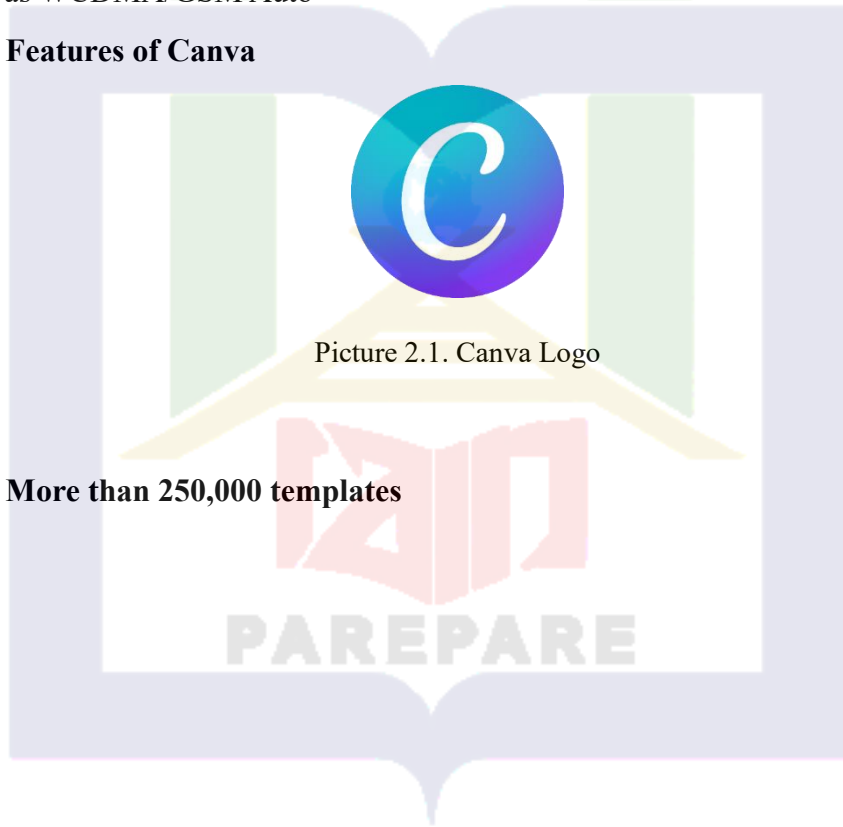
Picture 2.1. Canva Logo

4) More than 250,000 templates
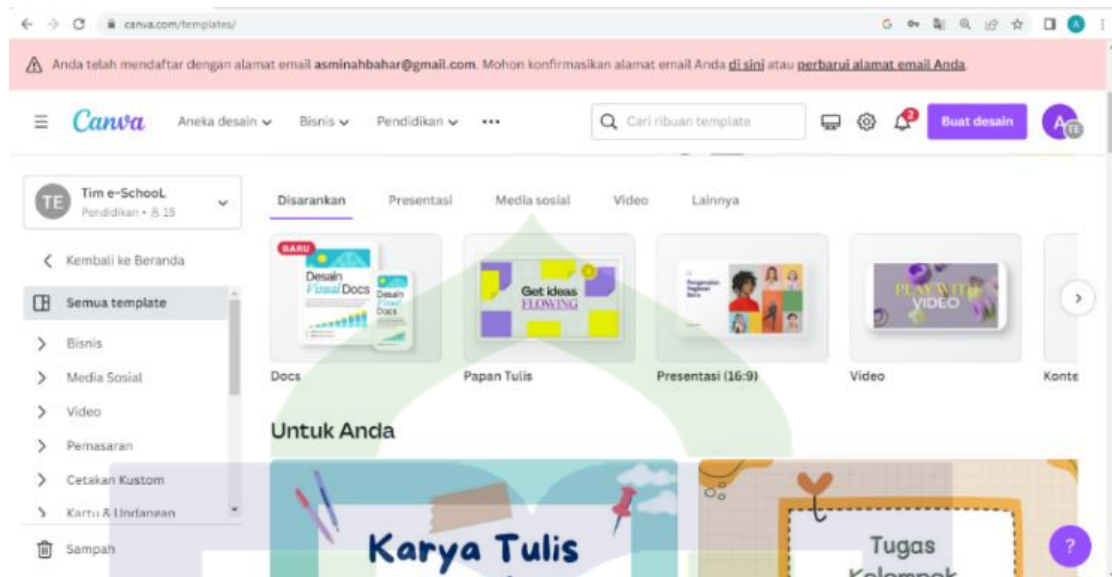
Picture 2.2. Templates of Canva

One of Canva's strengths is that it has hundreds of thousands of templates available for various types of visual content. There are more than 250,000 that can be enjoyed even in the free version. Canva is provided for free by its founder, the app already provides several templates that can be utilized to create interactive learning presentations or videos. Canva is an online-based application that provides attractive designs in the form of templates, functions, and various categories provided.[17]

5) **5 GB storage capacity.**
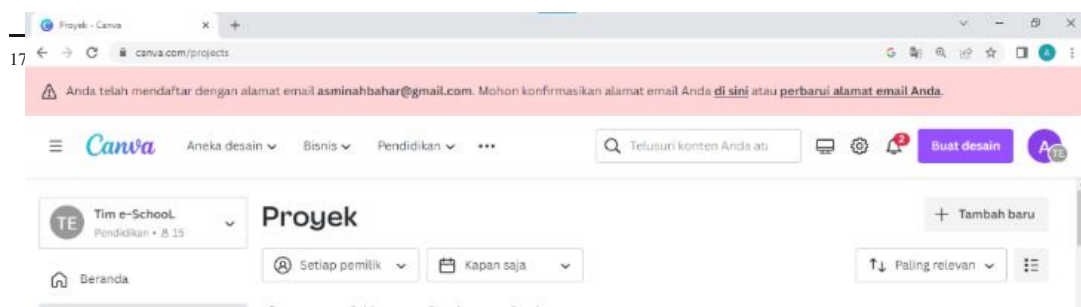
Picture 2.3. storage capacity

For free users, Canva provides up to 5 GB of storage capacity. Although it is not as much as the capacity of the Premium version of Canva, which is 100 GB, users can still take advantage of this storage capacity to store frequently used content formats.

6) Hundreds of illustrations and icons.
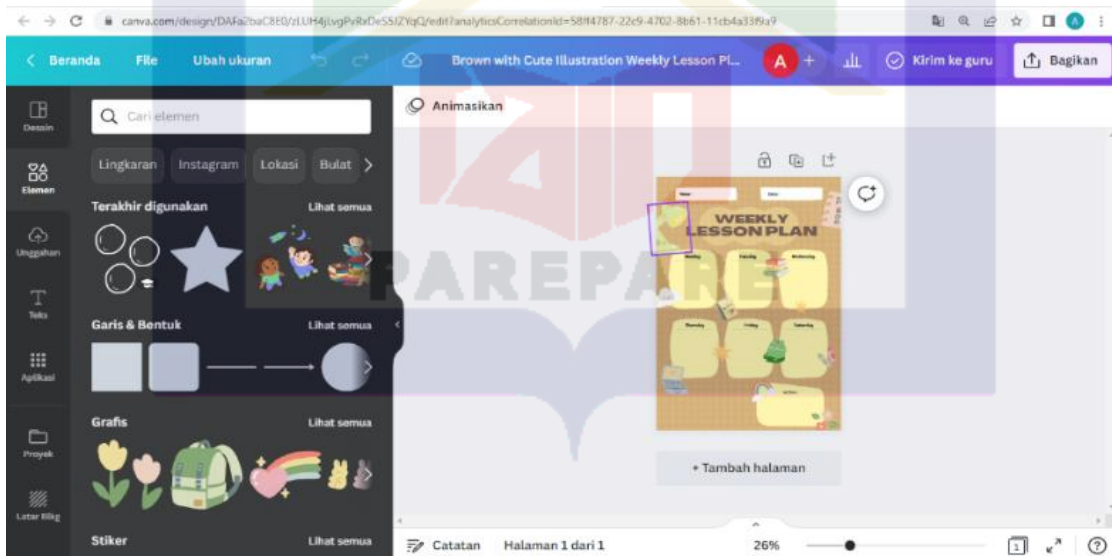
Canva provides a wide variety of illustrations and icons with various themes, even in the free version.

7) **Text**
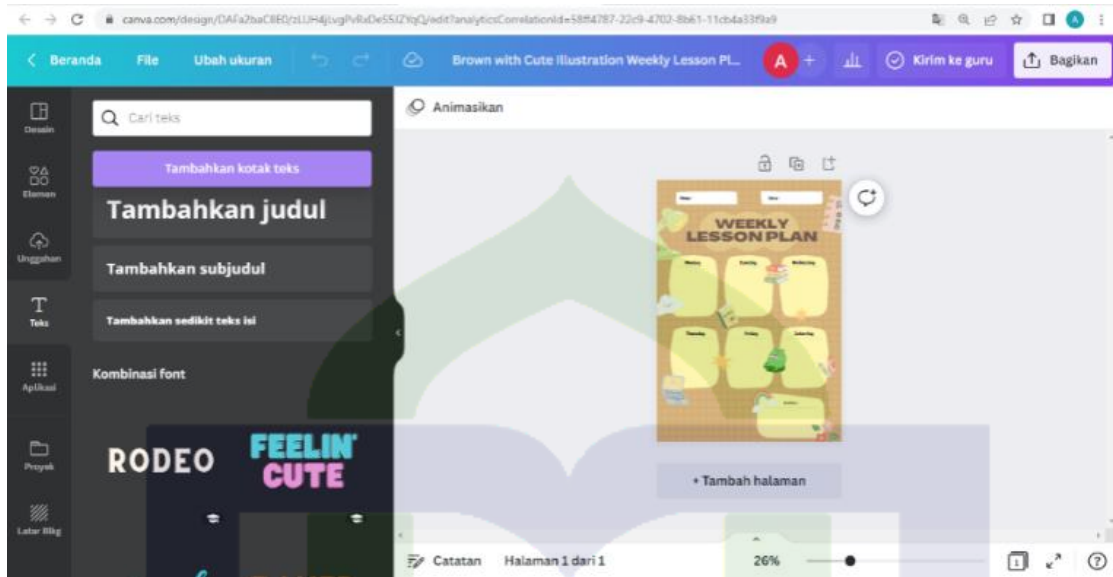
The text feature in Canva simplifies the process of entering information during creation. Canva offers a variety of font options, making it easy to customize the appearance of the text. Furthermore, users can effortlessly move the text around, allowing for flexibility in its placement.

8) Several background variations.
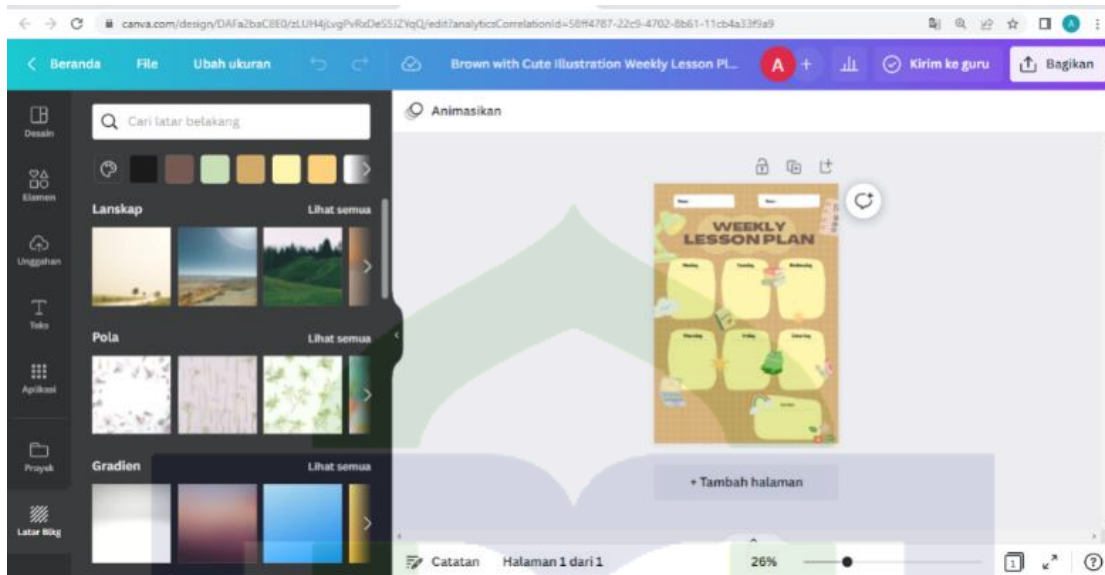
Designing with Canva is now easier with a selection of backgrounds, color gradients, and images that can bring your design to life.

3. Vocabulary

a. Definition

Vocabulary is considered to be one of the most important elements in comprehending lesson materials, especially when learning a foreign language.[18] Vocabulary is the basic in teaching English because before learners learn the form, first will start by learning the vocabulary.[19]

However one can generally define vocabulary as the knowledge of words and word meanings. Or someone else may define vocabulary as a list of words arranged in alphabetical order with their definitions. A word, in most linguistic analyses, is

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[18] Kristin Natalina Nugraha Bakti, "Vocabulary Learning Strategies Used by Junior High School Students," *Indonesian Journal of English Language Studies* 3, No.2 (n.d.).

[19] Riza Galuh Puspitasari, "Teachers' Technique in Teaching Vocabulary for Elementry School Students in SD Kristen 03 Salatiga" (2014).

described as a set of properties, or features, each word is the combination of its meaning, register, association, collocation, grammatical behavior, written form (spelling), spoken form (pronunciation) and frequency.[20]

Vocabulary is a combination of words that a person has. Knowing vocabulary is the first step in learning English. The wider our knowledge of vocabulary is, the clearer we are in communicating. Vocabulary mastery is closely related to sentence formation.[21]

Vocabulary is all about the words in a special language or collection of words that we are trying to learn. Vocabulary is very important, because vocabulary is the main basis in learning English. There are so many different types of words to learn because the more words you memorize, the better you were at using English. Not only that, we were also look confident when communicating with other people.[22]

b. **The Importance of Vocabulary**

In order to obtain science and technology easily, quickly and precisely, high English proficiency is required. With this capability, the latest information, science and technology from developed countries is easy to follow, obtain, and act on for the benefit of national development. Considering the limited ability of English on the one hand and the importance of mastering English effectively and efficiently so that mastery of the language becomes better.[23]

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[20] Imam Alizadeh, "Vocabulary Teaching Techniques: A Review of Common Practices," *International Journal of Educational Development and Innovation*, n.d.

[21] Aziza, Rizqi and Mukminatus Zuhriyah, "The Effectiveness of Using Rubber Ball Throwing Game to Teach Vocabulary," *International Journal of English Education and Linguistics*, n.d.

[22] Mukminatus Zuhriyah.

[23] Enggar Dyah Puntadewi and Engliana, "The Rore of Vocabulary Mastery and Learning Interest in Speaking Proficiency of Indonesian EFL Learners," *Journal of English Teaching* 1 (n.d.).

Based on the previous thing, of course learning English from an early age is important. Because at an early age, children are focusing on building their language foundation.

The importance of learning vocabulary is often forgotten when learning English. Laziness and the notion that learning vocabulary is a difficult thing to do makes one reluctant to learn vocabulary. Although this is not an obstacle.[24]

In this case, the importance of vocabulary in elementary school cannot be overstated. At this stage, children are in the process of building a strong foundation in language skills. Having a wide range of vocabulary provides significant benefits to their communication development.

c. **Vocabulary Learning**

The process of language learning varies based on the age of the individual, and when it comes to young learners, utilizing teaching aids such as pictures or real objects can expedite vocabulary acquisition. The presence of these aids enhances children's memory retention abilities, making the learning process more effective and efficient.

There are some techniques that can be used in teaching vocabulary for elementary school students. One way is to use pictures. By using pictures, students are not only imagined the object, but they can see it so they will memorize and remember the word and the meaning easily. Another technique that can be used in teaching vocabulary is using repotition, repotition is a helpful technique to fluency because repotition gives learners the chance to use the words again within a short

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[24]Tanti Kartika, "Peran Kosa Kata dalam Belajar Bahasa," n.d.

amount of time. Through the techniques that have been mentioned, students can improve their vocabulary because they are not only memorizing the vocabulary, but they also comprehend the meaning.[25]

Based on the explanation above, it is important to understand and measure the achievement of English vocabulary targets that must be achieved by elementary school children so that vocabulary learning can be considered successful.

Measuring vocabulary achievement in English in elementary school does not only refer to the number of words mastered, but also to understanding the context and application of these words in real communication. This study aims to analyze the factors that influence English vocabulary achievement in elementary school children and how this achievement can be measured effectively.

C. Conceptual Framework

Teaching Vocabullary

Canva Application

PPT Design	Picture Design	Video Design

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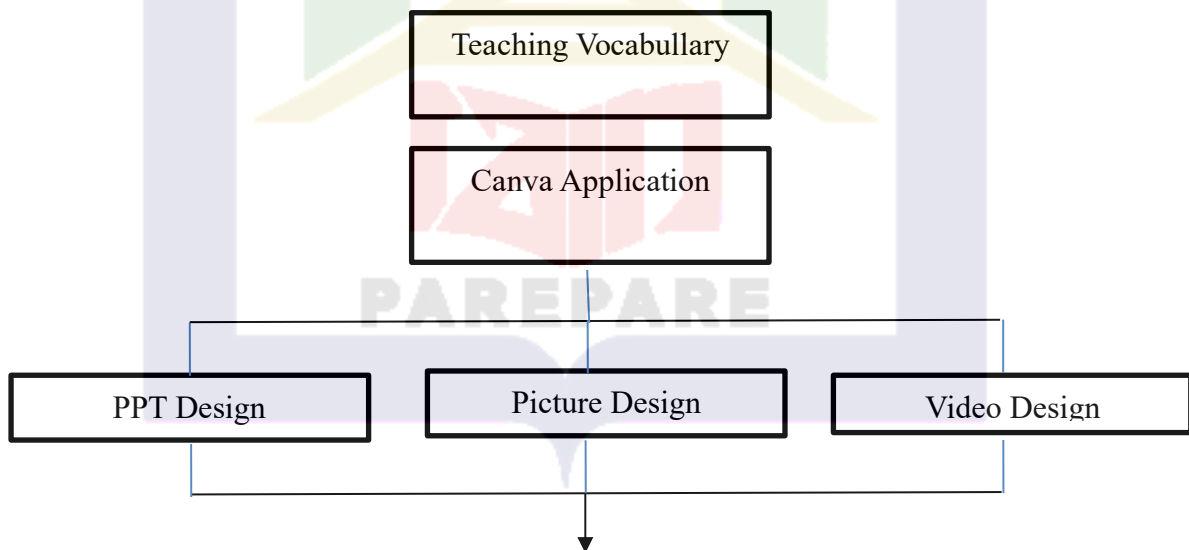
[25] Puspitasari, "Teachers' Technique in Teaching Vocabulary for Elementry School Students in SD Kristen 03 Salatiga."

> **The Students Vocabulary Improvement**

Pictures 2.7. Conceptual Framework

D. Hypothesis

1. Null Hypothesis (H_o)

There is no significant different between pre-test score and post-test score after being taught by using media from Canva Application.

2. Alternative Hypothesis (H_a)

There is significant increase on students' vocabulary mastery after being taught by using media from Canva Application.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study will use an experimental research design using a pre-test and post-test with a quantitative approach, because the researcher wants to determine the possibility of causation between the dependent and independent variables. In this research, the independent variable is the Canva application and the dependent variable is vocabulary skills.

Table Pretest-Posttest Design

$$O1 \; X \; O2$$

Keterangan:

O1 : Pretest

X : Treatment

O2 : Posttest

B. Location and duration of the research

The research was carried out at UPT SDN 214 Pinrang, Location in Kanni Village, Paleteang District, Pinrang Regency and researcher conducted research for a month, including data analysis.

C. Population and Sample of Research

4. Population

The population of this research are students of SDN 214 Pinrang. Total students as shown in the following table:

Table 3.1 Population

23

No.	Class	Total Student
1.	Class 1	15
2.	Class 2	19
3.	Class 3	33
4.	Class 4	30
5.	Class 5	25
6.	Class 6	27
	Total Population	149

source: administration of UPT SDN 214 Pinrang

5. Sample

In this study the researcher chose one class to represent the entire population. The researcher chose grade 4 which consisted of 30 students', because grade 4 was a class in which the subject contained English material. Therefore the researcher felt it was appropriate to choose class A as the sample. The technique for taking this class is to use a purposive sampling technique. Purpose Sampling is a sampling technique with certain considerations according to Sugiyono. The reason for using this sampling technique is because it is suitable for use in quantitative research. Purpose Sampling is a sampling technique with certain considerations according to Sugiyono.[26] The reason for using this sampling technique is because it is suitable for use in quantitative research.

D. Procedure of Collecting Data

Data collection is an indispensable step in research, because the data collected is used to test the hypotheses that have been formulated in this study. In general there are several methods of data collection technique, such as:

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[26]Sugiyono, "Metodologi Penelitian Kuantitatif Kualitatif dan R & D (Bandung: Alfabeta, 2014), Cet K e-4, P.243.

6. Test

The test is a tool or procedure used to find out or measure an ability of UPT SDN 214 students.

a. Pre-Test

An activity to test the level of understanding of students' vocabulary. Before the researcher gives treatment, the researcher will conduct a pre-test on students to identify students' vocabulary abilities. In this case, the researcher distributes question sheets that will be answered by the research target.

b. Post Test

Post test is an activity to test the level of students' understanding of the material that has been presented. the same as the pre-test, in this case it will provide the same sheet of questions as the questions during the pretest.

7. Treatment

Researchers give treatment to students and provide material about Vocabulary. This treatment will be carried out for three meetings. Treatment procedure as follows:

1. First Meeting: Self Introduction

   a. The researcher introduced self in English, using the material being taught.

   b. The researcher used learning media, namely PPT, which is made using the Canva application to convey the main material.

   c. The researcher said it first and asked the students to repeat it. Both in Indonesian and in English.

   d. The researcher given time to record and memorize it.

   e. The researcher given a game of passing an object while singing, the last student who gets the object introduces himself in front of his friends.

f. At the end of the meeting, the researcher conducted an evaluation.

2. Second Meeting: Animals

a. The researcher asked students about the animals in English that they know.

b. The researcher used the video made using the Canva application to convey the subject matter, animal names in English and Indonesian. Characteristics and animal sounds are also given from the video so that students are more interested.

c. The researcher given time to record and memorize it.

d. The researcher given a game of guessing animal names using styles and characteristics or sounds. In this case, the researcher used animal images from the videos that had been shown.

e. At the end of the meeting, the researcher conducted an evaluation.

3. Third meeting: Part of Body

a. The researcher asked students about Part of Body in English that they know.

b. The researcher used posters made using the Canva application in convey the subject matter.

c. The researcher said it first and ask students to repeat it. Both in Indonesian and in English.

d. The researcher created several groups, in which each group will memorize it together in each designated class corner

e. The researcher gives a game, where each group sends one of their friends, and they compete to stick words on their friends' bodies.

f. At the end of the meeting, the researcher conducted an evaluation.

E. Instrument of the Research

The research instrument uses a question sheet (test). because the use of

research instruments using tests has the advantage of collecting data that is standardized, objective, and can be measured quantitatively.

F. **Technique of Data Analysis**

In quantitative research, data analysis techniques directed to answer the problem formulation has been determined. Caused the data was quantitative, then analyzes the data using statistical methods that have been available.[27]

1. **Descriptive Analysis**

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any test before conducting infrential analysis.

a) Scoring the students' correct answer of pre-test and post-test by using formula :

$$score = \frac{Student\ correct\ answer}{The\ total\ number\ of\ them} \times 100$$

Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation

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[27]Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2014), Cet Ke-4,P.243.

b)   Classifying the score students' classification as follow:

Table 3.2 Classification of Score

No.	Vocabulary Mastery	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor [40]

core: Shuharsimi Arikanto, 2013;281)

Percentage of students' reading score using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Number of Students

To find out the average score following formula :

$$\overline{x} = \frac{\sum x}{N}$$

Where :

$\overline{x}$: Mean Score

$\sum x$: The total number of the students score

N   : The number of student

a) Calculating standard deviation of students' score in pre-test and post-test following formula:

$$S = \sqrt{\frac{SS}{N}} \text{ , where SS} = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where :   S   : The standard Deviation

SS   : The square root of the sum of square

$\sum X^2$: The sum of square

$(\sum x)^2$: Total square of the sum

N   : Total number of student [28]

Standard deviation is used for measuring the mean score as valid as result data, which become generally score for representative the population average.

b) The formula used in finding out the difference between students' score in pre-test and post-test following formula:

Where :

t   : Test of significance

$\bar{x}1$: Mean score of Pre Test

$\bar{x}2$: Mean score of Post Test

SS_1 : Sum square of Pre Test

SS_2 : Sum square of Post Test

n_1 : Number of students' of Pre Test

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[28] Rukminingsi, Gunawan Adhnan, Muhammad Adnan Latief, "Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas," 2020.

n_2 : Number of students' of Post Test

1   : Constant number

2   : Number of class [29]

T test become very essential test for comparing the two findings result data which has different category of sample and average result.

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[29]Nurvitasyasari, "The Use of Show and Tell (S&T) Method in Teaching Vocabulary at the Second Year Students' Of Juniar High School (Smp) Negeri 4 Galesong Selatan Kabupaten Takalar" (2017).

CHAPTER IV

FINDINGS AND DISCUSSION

G. Findings

The research was conducted at UPT SDN 214 Pinrang, specifically focusing on observational data obtained through oral interaction. The research follows a systematic methodology involving various steps. It starts with the observation stage, where the researcher collects information by having conversations. The purpose of these observations is to determine which samples are suitable for experimentation. Once the observations were completed and a suitable sample was identified, the researcher started to develop a research plan adapted for classroom use.

This research was conducted at UPT SDN 214 Pinrang as the only elementary school in the Paleteang District that applies the independent curriculum. The characteristics of the independent curriculum are the focus on learning important material and improving students' soft skills. In this curriculum, there are only two classes that take part in learning English. One of them is fourth grade. In this class, students learn about basic vocabulary, which is a new experience for them because this is their first time studying English in fourth grade.

1. **The Students Result of Pretest**

Based on the test which analysis in SPSS with the descriptive statistic showed some result that explained below:

Table 4.1 Result of Pre test

NO.	Kategori Penguasaan	Hasil Pre test	
		Frekuensi	Persen
1	Very good 80-100	1	3%
2	Good 66-79	0	0%
3	Fair 56-65	1	3%
4	Poor 40-55	11	37%
5	Very poor <35	17	57%
	Total	**30**	**100**

The results of the data analysis above show an alarming fact, where most students are in the less category at 94%, 37% are in the poor category, even in the low category, namely very poor as much as 57%. This data reflects that the English language skills in these schools are very minimal. Unfortunately, only a small proportion of students, namely 6%, were able to fall into the fair category, and what is more concerning, only 1 student managed to reach the very good category. This condition confirms that most of the students in the school have difficulties in understanding English.

Based on that explanation above, students vocabulary mastery was very poor and only some of the students have good capability in vocabulary skills and it is very essential to improve their vocabulary skills.

The following is an explanation of the results of data analysis regarding students' vocabulary skills before using Canva at UPT SDN 214 Pinrang:

Table 4.2 Descriptive of Pre test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Result	30	7	94	36,17	16,476
Valid N (listwise)	30				

Sources : SPSS Windows 22

The data above shows that the students' pre-test results varied greatly. Although the average pre-test score was 36.17, some students scored much lower (minimum 7) and one student also scored much higher (maximum 94). The standard deviation which is quite large (16.476) indicates that the students' pre-test score data is widely spread around the average of 36.17. This indicates that there is a large variation in students' abilities in dealing with the pre-test.

2. The Result of Students Post Test

After doing the treatment and going post test to measure the students vocabulary skills improvement after using canva application at UPT SDN 214 Pinrang, the following data is obtained:

Table 4.3 Result of Post test

N0	Category	Result of Data	
		Frequency	Percent
1	Very good 80-100	16	53%
2	Good 66-79	8	27%
3	Fair 56-65	2	7%
4	Poor 40-55	3	10%
5	Very poor <35	1	3%
	Total	**30**	**100**

Based on the data analysis above, amazing results were obtained, previously only 1 student was in the very good category, after the pre-test had reached 53% or more than half had reached that category. The good category was also achieved by 27% or 8 students. Which means, 80% of students are in the good category. Although there is still 20%, the remaining is still in the less category.

Based on the result above, the researcher is going to present the descriptive statistic for the students' vocabulary skills after using learning media from Canva application at UPT SDN 214 Pinrang, explained below:

Table 4.4 Descriptive of Post test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Result	30	54	100	79,47	16,931
Valid N (listwise)	30				

Sources : SPSS Windows 22

The data above showss that the lowest score is 54 and the highest score is 100. The average of all scores is 79.47. The standard deviation of 16,931 indicates that the data on the students' post-test scores are spread quite far from the average value. The greater the standard deviation, the greater the variation or difference in scores between students in facing the post-test.30.

The results of data analysis showed that the increase in students can be explained based on the scores obtained by students on the pre-test and post-test.

The results of the paired T-Test explain that the results of the data description are as follows:

Table 4.5 T Test Independent

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	Pre-test Result - Post-test Result	43,300	18,727	3,419	50,293	36,307	12,664	29	,000

Source: SPSS Windows 22

The analysis revealed a mean difference of 43,300, indicating that, on average, the post-test results were higher than the pre-test results. The standard deviation of the paired differences was 18,727, suggesting variability in the extent of change

among the participants. The standard error of the mean difference was 3,419, representing the average variability in the mean difference estimate.

The 95% confidence interval (CI) of the difference ranged from 36,307 to 50,293. This means that we can be 95% confident that the true population mean difference falls within this interval. The paired t-test statistic was calculated as 12.664 with 29 degrees of freedom (df). The p-value associated with this statistic was less than .001, indicating a highly significant difference between the pre-test and post-test results.

H. Discussion

After following the lesson, there was a significant increase in the students' vocabulary, this was also supported by several aspects. For example, students are able to introduce themselves using English in one meeting. They can express information about their name, age, number of siblings and parents' names as well as their favorite color smoothly. This shows that they have developed the ability to apply the new vocabulary they learn.

During the implementation of the material provided, there was a significant increase in the students' vocabulary related to self-introduction, animals, and body parts. Students make satisfactory progress in recognizing and utilizing vocabulary related to this topic. They succeeded in identifying and understanding the meaning of new words related to self-identification, animals, and body parts.

Students also show notable progress in their ability to express themselves using the vocabulary taught. They develop greater fluency and confidence in speaking,

using vocabulary relevant to the topic being discussed. Students have acquired the ability to use the vocabulary learned appropriately.

In this study, students also demonstrated the ability to accurately articulate vocabulary as shown by the researcher. They can identify and pronounce vocabulary related to self-identification, animals, and body parts according to the requests or instructions given. This achievement reflects a strong mastery of the material and a readiness to apply the learned vocabulary in real-life situations.

These findings are in line with one of the journals entitled "Students' Perception of Canva as A Media In Learning English: A Descriptive Study at SMAN 6 Sijunjung", in which the findings in the journal show that students have a positive view of Canva as a learning tool to learn English.

Overall, this study provides strong evidence of a significant increase in students' vocabulary, including knowledge and understanding of the material, ability to express oneself, memorization skills, and capacity to accurately articulate relevant vocabulary in appropriate contexts. Overall the results of the research above are also in line with the findings of Anisa Ramadina in her research "Audio Visual Based Learning Media Through the Canva Application for Grade VIII Students" that learning media is effective because it can increase student learning motivation and can be used in learning.

This finding emphasizes that the way of teaching and methods or media provided in these topics are very effective in developing students' language skills. The results of the application of this learning method are seen to provide changes after the learning process. The researcher delivered the material in three class meetings and used learning media created using the Canva application.

a. Opening Class

In the early stages of treatment, the researcher started the class by giving an introduction and conveying the material to be studied to students. The researcher also gave a welcome greeting which aims to motivate students to have high motivation to expand their vocabulary according to what was conveyed by the researcher. In the initial explanation, the researcher explained the importance of vocabulary in learning English, especially for some students who might be facing English learning material for the first time in grade 4. The purpose of this lesson is to help students accept and understand well the vocabulary being taught.

The researcher explained to the students that vocabulary is an important part of learning English. By mastering a larger vocabulary, students will be able to expand their communication skills in English. The researcher also said that understanding vocabulary is an important first step in building a broader understanding of English.

This research is in line with the journal written by Rano Akhmedova Ashurovna, which discusses "The Influence of Phraseological Materials on Motivation to Learn a Foreign Language". In this study, a researcher explored the relationship between the use of motivational words and the level of students' motivation in learning contexts. This research is in line with the findings in the journal, which emphasizes that words have the power to influence one's motivation and learning attitude.

With a clear approach and high motivation, the researcher hopes that students can gain a good understanding and easily accept the material or vocabulary taught in learning English. The researcher aims to create a positive learning environment and arouse students' interest and desire to be actively involved in learning English.

b. Main Class

According to the theory, learning media is a tool or intermediary that is useful to facilitate the learning process, in order to facilitate communication between teachers and students. This is very helpful for teachers to teach and facilitate students to receive and understand lessons. This learning activity involves using learning media from Canva to facilitate the learning process.

In the first material entitled "Self-Introduction", the researcher used a PPT made using Canva. In the PPT, carefully selected visual elements represent the intent of the content presented. The aim is to give students a clear and interesting picture of how to introduce themselves. According to the theory, one of the several criteria for learning media is the media use must be in accordance with the level of thinking of students. The advantage of the Canva application in combining interesting text, images and visual design elements by adjusting to the level of students' thinking, has succeeded in arousing student enthusiasm. This research is in line with one of the articles written by Musthofaiyyah and her colleagues, entitled " Implementasi Pendekatan Saintifik Berbasis Media PPT untuk Meningkatkan Motivasi Belajar Peserta Didik pada Tema 7 Perkembangan Teknologi di SD Negeri 1 Klepu Kabupaten Temanggung". The article reveals an increase in learning motivation through the use of PPT media. Even though this research uses the online class action research method (classroom), which is different from this research directly using PPT as a learning medium, both are in line with the learning objectives of using PPT as an effective tool.

In the second material entitled "Animals", the researcher utilizes animal elements provided by Canva. These elements are complemented by animal explanatory text in Indonesian and English. In addition, researcher also use the audio feature to add animal sounds to each image displayed. This helps students to associate animal sounds with related images and vocabulary, thus strengthening their understanding of animal vocabulary. In this explanation, the researcher tries to associate vocabulary with real situations, concrete examples, or images that are relevant to students. This research is in line with one part of the book entitled "A Student's Guide to Developmental Psychology" written by Margarret Haris and Gert Westermann. Discusses that at the age of 7-11 years, children are in preoperational development where they learn to think symbolically about the world. This involves mastering the concrete use of logic.

In the last material entitled "Part of Body", the researcher used a poster made with Canva. This poster features an illustration of the body and is accompanied by explanatory text. Through this poster, students can clearly see and identify body parts and understand related vocabulary. Attractive poster designs and clear information help students to better visualize and memorize vocabulary about body parts. This research is in line with the journal written by Harsono and his colleagues entitled "The Effectiveness of Posters as Learning Media to Improve the Quality of Student Learning." The journal concluded that the use of poster media was considered very relevant and effective in improving the quality of learning.

By utilizing Canva's learning media in this learning activity, students can be actively involved, gain a better understanding, and memorize vocabulary more effectively. Canva's use of PPT, animal elements, audio features, and posters are

valuable tools in enhancing the learning experience of students and helping them master the vocabulary being taught. Using a variety of creative media and approaches, Canva helps create an engaging and interactive learning environment, enriches the learning process and facilitates better understanding for students.

c. Closing Class

At the end of the treatment stage, closing activities are carried out which aim to ensure students' understanding of the material that has been taught. This closing activity involves verbal reinforcement to students as a form of reaffirming the material that has been learned. The main goal is for students to really understand and master the material well. In addition, students are also able to mention and memorize well about animals. They can identify animal names and describe their characteristics in English. This shows that students have memorized animal vocabulary effectively. Students can also point to their body parts when using English. They understand the proper terms for body parts like head, hands, feet and more. This ability shows that students have succeeded in applying vocabulary related to the body in a communicative context.

The most supportive thing is the post test results which give very good results. From only one student who got a very good score, after being given treatment it increased to sixteen students who belonged to the same category. This shows that learning has succeeded in increasing students' understanding and mastery of vocabulary as a whole.

The increase in students' vocabulary can be explained by several factors. First, the method or learning media used which are interactive and involve students actively have helped students master vocabulary more effectively. Students are

invited to participate in English games, role-playing, and group activities that involve using new vocabulary. Evaluation and feedback also play an important role in increasing students' vocabulary. By evaluating students' progress through the game and returning questions, researchers can provide constructive feedback to students. This helps students improve and strengthen their vocabulary.

Overall, the increase in students' vocabulary after attending lessons can be attributed to interactive learning methods, use of media and continuous evaluation and feedback. With a combination of these factors, students have succeeded in increasing their vocabulary in English significantly.

In conclusion, the use of Canva as a learning media has great potential to enhance students' vocabulary skills at UPT SDN 214 Pinrang. By leveraging the creative features and tools offered by Canva, teachers can design visually appealing flashcards, posters, infographics, and interactive activities that engage students and reinforce their understanding of vocabulary words. The versatility of Canva allows for customization and adaptation to meet the specific needs and preferences of students. Incorporating various learning media created with Canva not only makes the learning experience more enjoyable and interactive but also promotes active engagement and retention of vocabulary knowledge. By harnessing the power of Canva, educators can create a vibrant and effective vocabulary learning environment that supports students in expanding their vocabulary repertoire and enhancing their language skills.

CHAPTER V

CLOSING

I. Conclusion

Based on the description of the result data analysis, the researcher conclude the research that:

1. The students' vocabulary skills before using learning media from Canva at UPT SDN 214 Pinrang show data that 94% of students are in the bad category, of which 57% are in the very poor category and 37% are in the poor category, although the rest or as many as 6 % has reached the good category. Which mean showed for 36,17.

2. The students' vocabulary skills after using learning media from Canva at UPT SDN 214 Pinrang show data that 80% out of 100% of students reach the good category. Although 20% is still in the bad category, which mean showed for 79,5

3. The use of learning media from Canva at UPT SDN 214 Pinrang has succeeded in significantly increasing students' vocabulary skills. Previously, the majority of students were in the poor category, but after using Canva's learning media, the majority of students reached the good category in their vocabulary skills.

J. Suggestion

1. English Teachers

   Teachers are advised to utilize various types of learning media to facilitate students' understanding of the material being taught. Teachers are advised to be able to create diverse and interesting learning experiences. This approach

will help students assimilate information more easily, increase learning motivation, and encourage active participation in the learning process.

2. Next Researchers

   The next researcher is advised to continue research that can broaden understanding of the use of Canva in education, especially in teaching teachers to make learning media with Canva. Future research can explore Canva's features and potential to create more creative and effective learning materials. Focus can also be placed on practical training for teachers in using Canva well, including effective design strategies and best practices for leveraging the available features. As such, this research will provide valuable guidance for the development and application of Canva in education, as well as improving the quality of learning through the use of technology.
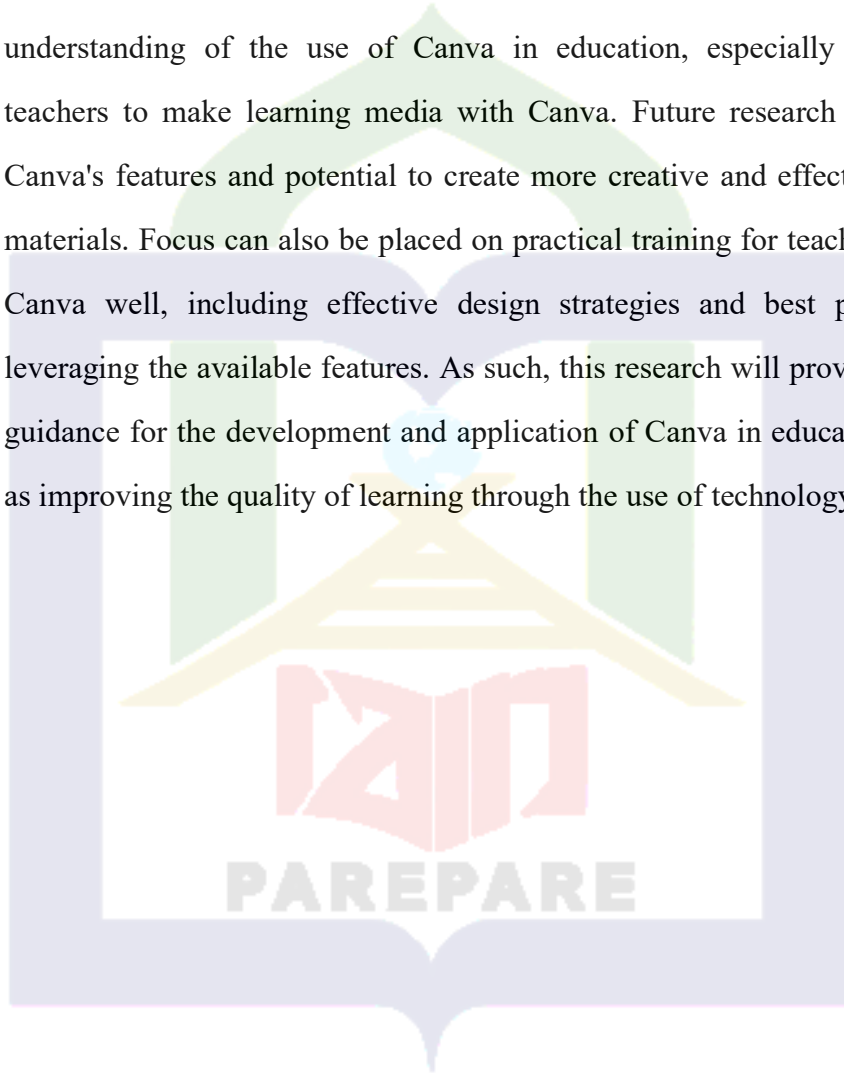
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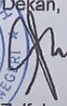# APPENDICES
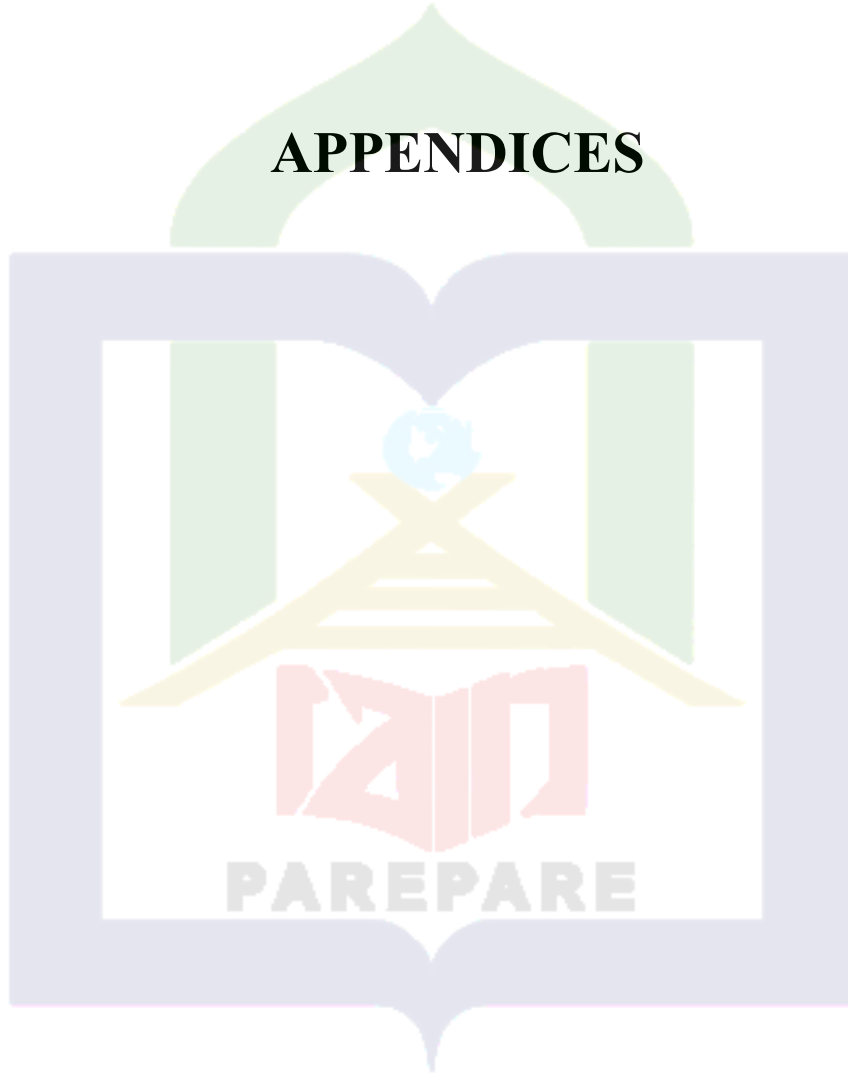
Appendix 1: Virtue of Consultant Degree

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3372 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**
Kesatu	:	Menunjuk saudara; 1. Dr. H. Ambo Dalle, S.Ag., M.Pd.
		2. Kalsum, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Asminah Bahar
NIM	:	19.1300.085
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Using The Canva Application in Improving Students Vocabulary at E-School Pinrang

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di   :   Parepare
Pada Tanggal   :   05 September 2022

Dekan,

Zulfah

Appendix 2: Research Allowence

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Nomor : B.2830/In.39/FTAR.01/PP.00.9/06/2023   26 Juni 2023
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

     Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Asminah Bahar
Tempat/Tgl. Lahir	: Pinrang, 13 Januari 2001
NIM	: 19.1300.085
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Kanni, Desa Macinnae, Kec. Paleteang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul **"The Effect Of Using The Canva Application In Improving Students Vocabulary At UPT SDN 214 Pinrang"**. Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

Tembusan:

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0481/PENELITIAN/DPMPTSP/07/2023

Tentang

REKOMENDASI PENELITIAN

Menimbang	:	bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 11-07-2023 atas nama ASMINAH BAHAR, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
Mengingat	:	1. Undang – Undang Nomor 29 Tahun 1959;
		2. Undang – Undang Nomor 18 Tahun 2002;
		3. Undang – Undang Nomor 25 Tahun 2007;
		4. Undang – Undang Nomor 25 Tahun 2009;
		5. Undang – Undang Nomor 23 Tahun 2014;
		6. Peraturan Presiden RI Nomor 97 Tahun 2014;
		7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
		8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
		9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
Memperhatikan	:	1. Rekomendasi Tim Teknis PTSP : 0839/R/T.Teknis/DPMPTSP/07/2023, Tanggal : 12-07-2023
		2. Berita Acara Pemeriksaan (BAP) Nomor : 0493/BAP/PENELITIAN/DPMPTSP/07/2023, Tanggal : 12-07-2023

MEMUTUSKAN

Menetapkan	:	
KESATU	:	Memberikan Rekomendasi Penelitian kepada :
		1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
		2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG PAREPARE
		3. Nama Peneliti : ASMINAH BAHAR
		4. Judul Penelitian : THE EFFECT OF USING THE CANVA APPLICATION IN IMPROVING STUDENTS VOCABULARY AT UPT SDN 214 PINRANG
		5. Jangka waktu Penelitian : 1 Bulan
		6. Sasaran/target Penelitian : SISWA UPT SDN 214 PINRANG
		7. Lokasi Penelitian : Kecamatan Paleteang
KEDUA	:	Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 12-01-2024.
KETIGA	:	Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
KEEMPAT	:	Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 12 Juli 2023

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik   CERTIFIED   ZONA HIJAU   OMBUDSMAN REPUBLIK INDONESIA

Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan BSrE

DPMPTSP

Appendix 3: Letter of Research Completing

L

SURAT KETERANGAN

Yang bertanda tangan di bawah ini, Kepala UPT SDN 214 PINRANG, Kab. Pinrang menerangkan bahwa:

Nama	: Asminah Bahar
NIM	: 19.1300.085
Agama	: Islam
Program Studi	: Pendidikan Bahasa Inggris (S1)
Perguruan Tinggi	: Institut Agama Islam Negeri Parepare
Alamat	: Kanni, Kec, Paleteang, Kab. Pinrang

telah melakukan penelitian di SDN 214 Pinrang, dalam rangka penyelesaian Program Pendidikan Srata Satu (S.1), dengan judul:

"The Effect of Using the Canva App in Improving Students' Vocabulary at UPT SDN 214 Pinrang"

Dengan Surat Keterangan dibuat untuk dipergunakan semestinya.

Pinrang, 17 Juli 2023
KEPALA UPT SDN 214 Pinrang,

Hj. Nuni. Cinta. S.Pd. M-si
NIP: 19730205 199302 2 001

Appendix 4: Research Instrument

NAME OF THE STUDENT : ASMINAH BAHAR

THE TITLE OF SKRIPSI : THE EFFECT OF USING THE CANVA APPLICATION IN IMPROVING STUDENTS' VOCABULARY AT UPT SDN 214 PINRANG

STUDENT REG. NUMBER : 19.1300.085

FACULTY : TARBIYAH

STUDY PROGRAM : ENGLISH EDUCATION PROGRAM

INSTRUMENT
TEST

- PRE-TEST
- POST TEST

1. Pre-test, Post Test

1. *Complete the conversation below.*

Suki: …….., My name is Suki

a. Let me introduce my self

b. Let me introduce my cat

c. Let me introduce my father

2. *Complete the conversation below.*

Mr.Saun: Tell me …………

Asep: My name is Asep

a. What is your favorit color?

b. What is your fathers name?

c. What is your name?

3. *Complete the conversation below.*

Mrs. Hasan: ……………..

Gunawan: I love blue.

a. What is your favorit color?

b. What is your father name?

c. What is your name?

4. *Complete the conversation below.*

Nur: Do you have brother?

Juna: ………….

a. Yes, I have two brothers

b. Yes, I have a sister

c. Yes, She have

5. *Complete the conversation below.*

Hello, my name is Saripa.

But …….. Ipa. Nice to meet you.

a. My friend is

b. I am

c. You can call me

6. What animal has a long trail and likes to climb trees?

a. Bear

b. Monkey

c. Elephant

7. What kind of animal has a long nose and big ears?

a. Bear

b. Monkey

c. Elephant

8. Which animal has black and white fur and eats bamboo?

a. Panda

b. Giraffe

c. Monkey

9. Which animal has a long neck?

a. Panda

b. Giraffe

c. Monkey

10. What kind of animal has a mane, raors loudly, and is known as the "king of the Jungle"?

a. Lion

b. Tiger

c. Elephant

11. Eye is part of our ……

a. Face

b. Leg

c. stomach

12. Ear is part of our …….

a. Foot

b. Stomach

c. Head

13. The part of body that has a black color is ….

a. Head

b. Nose

c. Hair

14. Every hands have ……. Fingers

a. Ten

b. Five

c. Eight
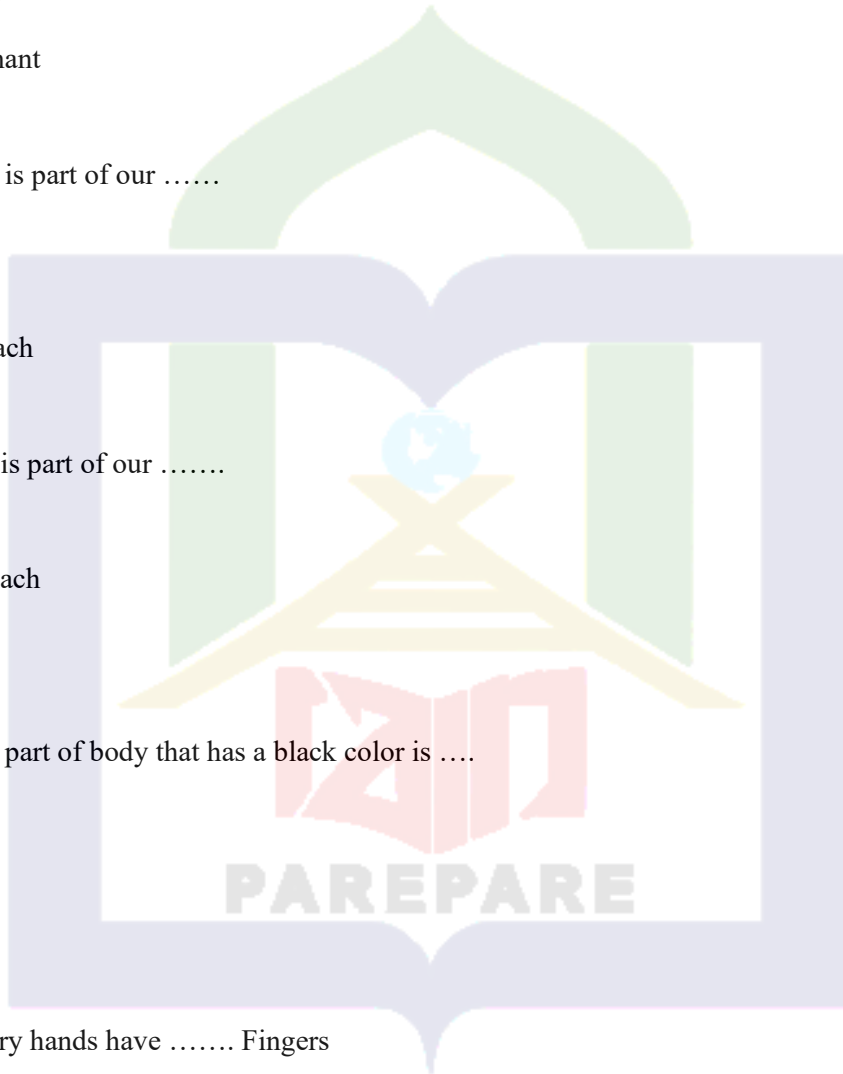
15. We talk with ………

a. Mouth

b. Leg

c. Fingers

First Material (PPT)

Second Material (Videos)
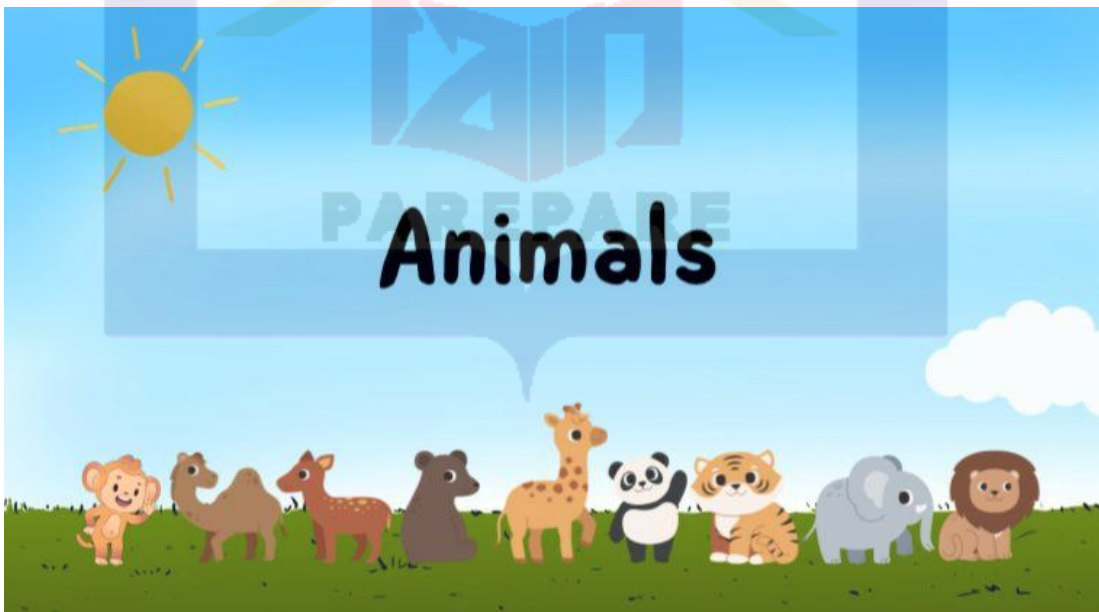
Third Material (Poster)

Parts of MY BODY
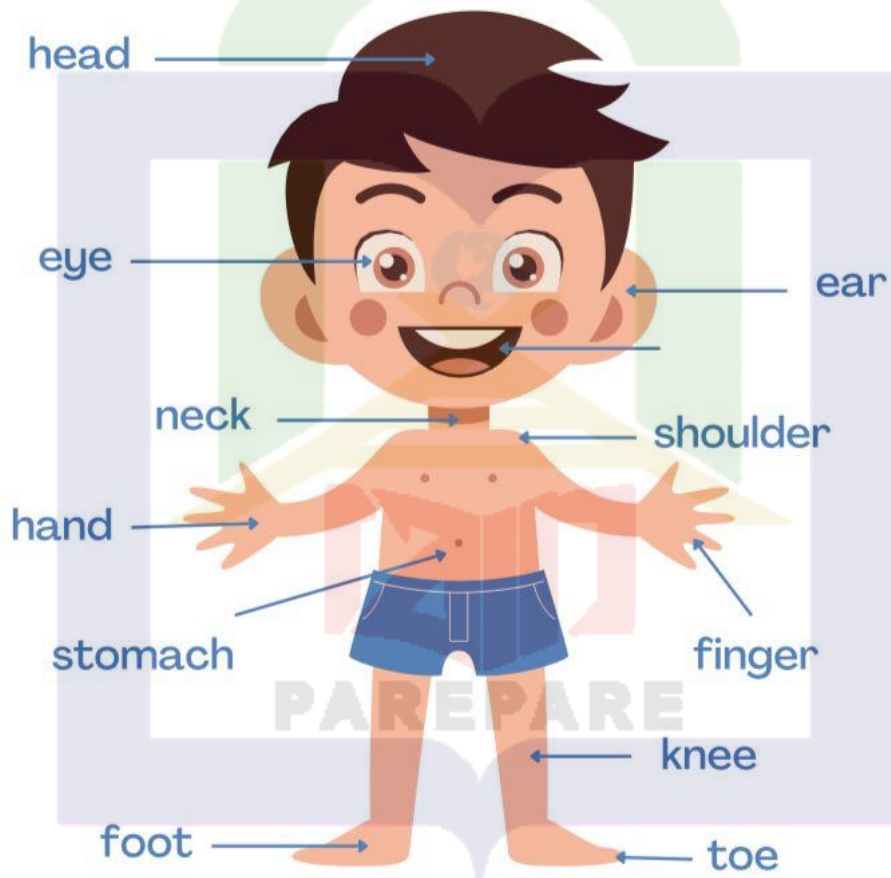
Appendix 5: Result of Data Test

No.	Name	Pretest
1	Abdul Ikram	27
2	Ahmad Zainal	47
3	Ahmat	34
4	Ahsya Reni	34
5	Aisyah Syamsuddin	54
6	Aisyah Qonita	27
7	Andi Nurul Mutia	40
8	Annisa	14
9	Cahaya Junita	34
10	Fakhri Al-Hisyam	34
11	Farhan Nasaruddin	7
12	Gufran Azahwi	14
13	Hastiani Lukman	40
14	Khairunnisa	60
15	Khumaerah Binti Jasman	47
16	Ma'Arij Najmi Fath	47
17	Muhammad Alif Rahman	27
18	Muhammad Asyraf	47
19	Muhammad Fakhri	20
20	Muhammad Ikram	27
21	Muhammad Jibril Alma	94
22	Muhammad Nizam	20
23	Nur Afika Anis	34
24	Nur Ainun	34
25	Nur Aqila	47
26	Nur Citra Amir	47
27	Nur Mardotilla	27
28	Siti Nurfazima	40
29	Syakirah	27
30	Tasya	34

No.	Nama	Post-test
1	Abdul Ikram	80
2	Ahmad Zainal	60
3	Ahmat	74
4	Ahsya Reni	94
5	Aisyah Syamsuddin	94
6	Aisyah Qonita	94
7	Andi Nurul Mutia	87
8	Annisa	74
9	Cahaya Junita	80
10	Fakhri Al-Hisyam	87
11	Farhan Nasaruddin	54
12	Gufran Azahwi	100
13	Hastiani Lukman	94
14	Khairunnisa	100
15	Khumaerah Binti Jasman	74
16	Ma'Arij Najmi Fath	100
17	Muhammad Alif Rahman	80
18	Muhammad Asyraf	54
19	Muhammad Fakhri	54
20	Muhammad Ikram	67
21	Muhammad Jibril Alma	100
22	Muhammad Nizam	60
23	Nur Afika Anis	54
24	Nur Ainun	87
25	Nur Aqila	67
26	Nur Citra Amir	100
27	Nur Mardotilla	67
28	Siti Nurfazima	100
29	Syakirah	94
30	Tasya	54

Appendix 6: SPSS DATA

Tests of Normality

	CLASS	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' test result	PRE TEST	,155	30	,062	,898	30	,008
	POST TEST	,171	30	,025	,886	30	,004

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Result	30	7	94	36,17	16,476
Valid N (listwise)	30				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Result	30	54	100	79,47	16,931
Valid N (listwise)	30				

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-test Result - Post-test Result	-43,300	18,727	3,419	-50,293	-36,307	-12,664	29	,000

Appendix 7: T Table

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
					Confidence Level						

Appendix 8: Documentation

LXIV

Appendix 10:

CURRICULUM VITAE

The writer name is Asminah Bahar, she born on January 13th, 2001 in Pinrang, South Sulawesi. She is the 3rd child of the couple Bahar and Rosmini. She is a student of English Language Education Program at the Tarbiyah Faculty of IAIN Parepare. Her education background, started her studies at SDN 214 Pinrang and graduated in 2013, in the same year she continued her studies at SMPN 2 Pinrang then continued her studies at SMAN 1 Pinrang and graduated in 2019. During college, she was active in the HMPS and LIBAM organizations. Finally, She completed her final assignment with the thesis title "THE EFFECT OF USING THE CANVA APPLICATION IN IMPROVING STUDENTS' VOCABULARY AT UPT SDN 214 PINRANG" in 2023.