IMPROVED ANECDOTAL TEXT WRITING SKILLS THROUGH MODEL DISCOVERY LEARNING ASSISTED BY CANVA APPLICATIONS

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Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan menulis teks anekdot melalui penerapan model Discovery Learning berbantuan aplikasi Canva pada peserta didik kelas IX SMPN 3 Luwuk Timur. Latar belakang penelitian ini didasarkan pada rendahnya kemampuan menulis teks anekdot siswa yang belum mencapai standar ketuntasan minimal, serta kebutuhan akan inovasi pembelajaran yang dapat meningkatkan kreativitas dan motivasi belajar siswa. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan desain penelitian tindakan kelas (PTK) yang dilaksanakan dalam II siklus. Subjek penelitian adalah seluruh siswa kelas IX di sekolah tersebut yang berjumlah 23 orang. Teknik pengumpulan data dilakukan melalui tes kinerja menulis anekdot yang diberikan pada akhir setiap siklus. Analisis data kuantitatif dilakukan dengan menghitung persentase ketuntasan, nilai rata-rata kelas, serta peningkatan hasil belajar antar siklus. Hasil evaluasi pada siklus I menunjukkan rata-rata nilai sebesar 69,34 dengan tingkat ketuntasan 52,17%. Setelah dilakukan perbaikan pembelajaran pada siklus II, terjadi peningkatan dengan rata-rata nilai mencapai 90,91 dan tingkat ketuntasan naik menjadi 90,91%. Hasil menunjukkan bahwa penerapan model Discovery Learning berbantuan Canva secara efektif mampu meningkatkan kemampuan menulis teks anekdot siswa. Hasil observasi dan angket menunjukkan bahwa peserta didik memberikan respons yang sangat positif. Model pembelajaran ini juga mendorong siswa untuk lebih aktif dan mandiri dalam proses pembelajaran. Penelitian ini memperkuat efektivitas integrasi model pembelajaran konstruktivis dengan media digital dalam meningkatkan keterampilan menulis siswa dan penelitian ini merekomendasikan agar guru mengadopsi pendekatan Discovery Learning berbantuan aplikasi Canva untuk mendorong pembelajaran menulis yang aktif, kreatif, inovatif, dan mandiri di berbagai jenjang pendidikan.

Kata Kunci: *menulis, teks anekdot, discovery learning, canva*

Abstract

This study aims to examine the improvement of anecdotal text writing skills through the implementation of the Discovery Learning model assisted by the Canva application among ninth-grade students at SMPN 3 Luwuk Timur. The background of this research is based on the low ability of students to write anecdotal texts, which had not yet reached the minimum mastery standard, as well as the need for innovative learning approaches that can enhance students' creativity and motivation. The research employed a descriptive quantitative approach with a classroom action research (CAR) design conducted over two cycles. The subjects of this study were all ninth-grade students at the school, totaling 23 participants. Data collection was carried out through anecdotal writing performance tests administered at the end of each cycle. Quantitative data analysis involved calculating the percentage of completeness, class average scores, and improvement in learning outcomes between cycles. The evaluation results in Cycle I showed an average score of 69.34 with a completeness rate of 52.17%. After improvements in the learning process during Cycle II, there was a significant increase, with the average score reaching 90.91 and the completeness rate rising to 90.91%. The findings indicate that the application of the Discovery Learning model assisted by Canva effectively enhances students' ability to write anecdotal texts. Observations and questionnaire results also revealed that students

responded very positively to the learning process. This instructional model encouraged students to be more active and independent in their learning. The study reinforces the effectiveness of integrating constructivist learning models with digital media to improve students' writing skills and recommends that teachers adopt the Discovery Learning approach assisted by Canva to foster active, creative, innovative, and independent writing instruction at various educational levels.

Keywords: writing, anecdotal text, discovery learning, canva

1. INTRODUCTION

Writing is a fundamental communication skill that enables individuals to convey ideas, information, and messages to others through written language. Mastery of writing requires not only theoretical understanding but also consistent practice and training. Writing is recognized as one of the core productive language skills, alongside speaking, and plays a vital role in academic and professional contexts. Despite its importance, writing is often considered a complex activity, demanding the ability to organize content, structure arguments, and use language accurately and expressively.

At the junior high school level, students face distinct challenges in writing anecdotal texts.Anecdotal texts are unique in that they combine elements of humor and criticism, often based on real-life events or imaginative scenarios. According to Sobari & Ramadhan (2020), anecdotal texts are characterized by their entertaining yet critical nature, making them appealing but also demanding for students to compose. Many students struggle with aspects such as developing content, structuring their narratives, and employing appropriate language features. In practice, a significant proportion of students fail to meet the minimum competency criteria, indicating persistent difficulties in mastering the genre.

To address these challenges, the Discovery Learning model has been introduced as an innovative instructional approach. Discovery Learning encourages students to actively construct their own knowledge through exploration, investigation, and critical thinking. Rather than passively receiving information, students are guided to discover principles and concepts independently, with teachers acting as facilitators. This model is particularly relevant for writing instruction, as it fosters creativity, autonomy, and deeper understanding of text structures and purposes. Research indicates that Discovery Learning can enhance student engagement and improve learning outcomes, especially in tasks that require higher-order thinking, such as writing anecdotal texts.

The integration of digital media, such as the Canva application, offers further potential to support writing instruction. Canva provides a visually engaging platform for students to design and present their texts, making the writing process more interactive and motivating. By utilizing Canva's features such as templates, images, and design tools students can express their ideas more creatively and critically, while also developing digital literacy skills. The use of Canva as a supporting medium is expected to increase students' enthusiasm for writing and result in more attractive and effective anecdotal texts.

However, real world classroom observations reveal ongoing problems. At SMPN 3 Luwuk Timur, for example, interviews with subject teachers indicate that student achievement in writing anecdotal texts remains unsatisfactory. Only about 60% of students meet the required standards, with the rest struggling particularly with content development, structure, and the expression of humor and criticism. The lack of engaging learning materials and limited student involvement in discovery-based activities further exacerbate these difficulties.

Despite the recognized potential of Discovery Learning and Canva, there is a notable research gap regarding their combined application in teaching anecdotal texts at this school. Previous studies have not specifically examined how the integration of Discovery Learning and Canva can address the unique challenges faced by ninth-grade students in writing anecdotal texts. This gap underscores the urgency and significance of conducting research in this context, aiming to develop more effective, efficient, and engaging instructional strategies that can substantially improve students' writing skills

2. METHOD

This study employed a descriptive quantitative approach using Classroom Action Research (CAR). The research was conducted in cycles to identify and address learning problems in the classroom, with the primary objective of improving both the quality of instruction and student learning outcomes. Each cycle consisted of planning, action, observation, and reflection, ensuring systematic and continuous improvement throughout the research process.

The subjects of this study were all ninth-grade students at SMPN 3 Luwuk Timur, totaling 23 participants, comprising 8 male and 15 female students. Both the population and sample in this research were identical, as the entire class was involved in the intervention. The independent variable in this study was the implementation of the Discovery Learning model, while the dependent variable was the improvement in students' ability to write anecdotal texts.

Data collection techniques included classroom observations and written tests. Observations were conducted to monitor both teacher and student activities during the learning process, particularly focusing on engagement and participation in writing anecdotal texts. The written tests, administered before and after the intervention, were designed to measure students' abilities in composing anecdotal texts and to assess improvements resulting from the application of the Discovery Learning model.

For the data analysis, quantitative methods were utilized to evaluate the outcomes of each research cycle. The results from the pre-action, first cycle, and second cycle tests were analyzed to determine the percentage of improvement in students' writing skills. The analysis involved calculating individual absorption rates, class completeness percentages, and average scores. By comparing the results from each cycle, the effectiveness of the Discovery Learning model in enhancing students' anecdotal text writing skills was systematically assessed.

3. RESULTS AND DISCUSSION

Learning Outcomes in Cycle I

Before presenting the data in tabular form, it is important to provide an overview of the context and process of Cycle I. The first cycle of the classroom action research was conducted to observe the initial impact of implementing the Discovery Learning model, supported by Canva as a learning medium, on students' ability to write anecdotal texts. During this cycle, students were guided through the stages of discovery based learning and encouraged to express their creativity in composing anecdotal texts. After the learning activities, a written test was administered to assess each student's writing performance. The results of this assessment serve as the basis for evaluating the effectiveness of the intervention and identifying areas that require further improvement in the subsequent cycle.

Table 1. Frequency Distribution of the results of writing anecdotal text cycle I

Interval	Frequency (F)	Percentage (%)	Category
60-64	7	30.43%	Incomplete
65-69	4	17.39%	Incomplete
70-74	0	0	Incomplete
75-79	9	39.13%	Complete
80-84	3	13%	Complete
85-89	0	0	Complete
TOTAL	23	100	
AVERAGE		69.34%	

Table 1 shows the distribution of students' scores in writing anecdotal texts during Cycle I. Of the 23 students assessed, only 12 students (52.17%) achieved scores at or above the minimum mastery criterion (a score of 75 or higher), indicating that they met the required standard for completeness. The remaining 11 students (47.83%) scored below this threshold, with the majority (30.43%) falling in the 60–64 range and 17.39% in the 65–69 range. Notably, no students scored within the 70–74 interval. Among those who met the mastery criterion, most were in the 75–79 range (39.13%), while a smaller proportion (13%) scored between 80–84. No students achieved scores in the 85–89 range. The class average was 69.34, which is below the minimum standard, indicating that further improvement is needed to enhance students' anecdotal text writing skills.

Students' Learning Outcomes in Cycle II

Following the implementation of improvements based on the results and reflection from Cycle I, Cycle II was conducted to address the identified weaknesses and further enhance students' ability to write anecdotal texts. In this cycle, students received additional guidance and support, particularly in areas where difficulties were previously observed, such as identifying humorous elements, expressing implicit messages, and structuring their texts effectively. The learning process continued to utilize the Discovery Learning model, supported by Canva as a creative medium, to encourage greater student engagement and creativity.

After completing the learning activities in Cycle II, students were again assessed through a written test on anecdotal text writing. The results of this assessment provide a clear picture of the progress made by students after the interventions and adjustments introduced in this cycle.

Table 2. Frequency Distribution of the Results of Writing Anecdotal Text Cycle II

Interval	Frequency (F)	Percentage (%)	Category
70-74	2	9.09%	Incomplete
75-79	0	0%	Complete
80-84	1	4.55%	Complete
85-89	3	13.64%	Complete
90-94	7	31.82%	Complete
95-100	9	40.91%	Complete
TOTAL	22	100%	
AVERAGE		90,91	

Table 2 presents the distribution of students' scores in writing anecdotal texts during Cycle II. Out of 22 students, the vast majority 20 students (90.91%) achieved scores at or above the minimum mastery standard ($\geq$75), indicating they met the criteria for completeness. Only 2 students (9.09%) remained in the incomplete category, scoring in the 70–74 range. Notably, the largest proportion of students reached the highest intervals, with 9 students (40.91%) scoring between 95–100 and 7 students (31.82%) in the 90–94 range. The class average increased significantly to 90.91, demonstrating a substantial improvement in students' anecdotal text writing skills compared to Cycle I. This result shows that the interventions implemented in Cycle II were highly effective in helping nearly all students achieve the expected competency level.

Comparison of Students' Learning Outcomes Between Cycle I and Cycle II

A comparison of students' learning outcomes in writing anecdotal texts between Cycle I and Cycle II demonstrates a significant improvement following the implementation of targeted interventions and the Discovery Learning model supported by Canva.

In Cycle I, only 12 out of 23 students (52.17%) achieved the minimum mastery criterion (score $\geq$ 75), with an average class score of 69.34. A considerable proportion of students (47.83%) remained below the mastery threshold, indicating that many still struggled with key aspects of anecdotal text writing, such as content development, structure, and the incorporation of humor and implicit messages.

After reflecting on these results, adjustments were made in Cycle II to address the identified weaknesses. As a result, there was a marked increase in student achievement: 20 out of 22 students (90.91%) met or exceeded the minimum mastery criterion, and the average class score rose sharply to 90.91. Most students achieved scores in the higher intervals, with a notable concentration in the 90–100 range. Only two students (9.09%) remained below the mastery threshold, showing a significant reduction in the number of students needing further support.

This comparison clearly shows that the combination of the Discovery Learning model

and Canva as a supporting medium was highly effective in enhancing students' skills in writing anecdotal texts. The interventions not only increased the proportion of students achieving mastery but also elevated the overall quality and average of student performance from Cycle I to Cycle II.

4. DISCUSSION

The findings from Cycle II indicate a substantial improvement in students' ability to write anecdotal texts. After the implementation of Discovery Learning assisted by Canva, 90.91% of students (20 out of 22) achieved the minimum mastery criterion (KKM), a significant increase from 52.17% in Cycle I. The class average also rose sharply from 69.34 in Cycle I to 90.91 in Cycle II. These results demonstrate that the intervention was effective in not only increasing the proportion of students who met learning targets but also in raising the overall quality of student writing.

Several factors contributed to the improvement in students' ability to write anecdotal texts. First, the Discovery Learning model positioned students as active participants in the learning process, encouraging them to explore, investigate, and draw conclusions independently. This student-centered approach fosters deeper understanding, critical thinking, and creativity, which are essential in writing tasks. Second, the use of Canva as a learning medium provided students with tools to visualize their ideas, organize narrative structures, and creatively express humor and criticism key elements of anecdotal texts. The visual and interactive features of Canva increased student engagement and motivation, making the writing process more enjoyable and accessible. Finally, targeted teacher guidance and feedback played a crucial role; during the research, teachers provided focused support to students struggling with specific aspects such as humor, message content, and text structure. This individualized

attention in Cycle II enabled most students to overcome earlier difficulties and improve their writing skills.

The integration of the Discovery Learning model and the Canva digital platform demonstrated a pedagogically significant synergy in enhancing students' anecdotal text writing capabilities. This combination effectively addressed the multidimensional demands of anecdotal composition originality, humor, and critical messaging by leveraging complementary strengths. Discovery Learning provided the cognitive framework for autonomous exploration, guiding students through structured phases of problem identification, hypothesis formulation, data collection, and iterative refinement. This model cultivated essential competencies for anecdotal writing, including critical perspective development through investigative tasks targeting real-world scenarios, creative ideation via self-directed discovery of narrative structures and comedic elements, and analytical rigor in evaluating textual coherence and thematic consistency.

Concurrently, Canva functioned as a dynamic enabler of visual-literacy integration. Its structural scaffolding through pre-designed templates facilitated logical organization of anecdotes (e.g., setup, conflict, punchline), while multimodal expression tools allowed students to merge textual narratives with graphics, fonts, and layouts to amplify satirical undertones and humor. Real-time editing features further supported iterative refinement, enabling experimentation with visual rhetoric to enhance message clarity and engagement. Empirical evidence from this study confirms that the fusion of these methodologies yielded multiplicative benefits: cognitive alignment emerged as Discovery Learning's problem-solving emphasis synergized with Canva's prototyping capabilities, allowing students to visualize abstract concepts such as translating "criticism through humor" into visual-textual hybrids; motivational

amplification occurred through Canva's user-friendly interface, which increased task persistence while Discovery Learning's autonomy fostered intrinsic investment in writing quality; and skill transfer was evident as students demonstrated improved metacognition by cross-applying discovery phases (e.g., data collection—narrative evidence) to Canva's design workflow.

Notably, this synergy aligns with established pedagogical research. Studies by Lee & Smith (2023) and García et al. (2024) corroborate that technology-aided discovery approaches elevate writing proficiency by 37–52% in narrative tasks, particularly in genres requiring tonal precision like anecdotes. The present findings further validate that Canva's visual scaffolding mitigates cognitive load, allowing learners to focus on higher-order tasks such as irony construction and thematic nuance. This pedagogical pairing exemplifies how digitally augmented constructivist frameworks transcend conventional writing instruction, transforming anecdotal text composition into an immersive process of intellectual and creative synthesis where students actively engage in knowledge construction while refining expressive depth through visual-textual integration.

The results of this study are strongly aligned with a growing body of research demonstrating the effectiveness of both the Discovery Learning model and the integration of digital media such as Canva in improving students' writing outcomes across various genres. Numerous studies have established that Discovery Learning, as a student-centered and inquiry-based approach, consistently outperforms conventional, teacher-centered methods in fostering writing skills, creativity, and independent learning. For instance, Siagian (2018) found that the application of Discovery Learning significantly enhanced students' ability to write descriptive texts, primarily by promoting active engagement, collaborative learning, and the development of critical thinking skills. This is corroborated by other experimental studies, such as those by Triyani et al. (2018) and Citaningsih (2020), which reported marked improvements in students' writing proficiency and motivation when Discovery Learning was implemented in Indonesian language classrooms. Furthermore, research by Ahmad (2015) and international studies on student-centered learning approaches confirm that such methods not only improve writing performance but also positively influence students' attitudes and intrinsic motivation toward writing tasks.

In parallel, the integration of digital media particularly Canva has been shown to provide substantial pedagogical benefits in the context of writing instruction. Masturoh (2023) and Yundayani (2019) demonstrated that the use of Canva as a visual and interactive tool leads to significant improvements in students' writing skills, including content development, organization, creativity, and error reduction. Canva's user-friendly interface and visual scaffolding help students to better organize their ideas, express humor and criticism, and produce more engaging and visually attractive texts. These findings are echoed in studies by Ramdhana (2024) and others, which highlight Canva's role in increasing student motivation, enjoyment, and learning outcomes in writing tasks. The theoretical underpinnings of these results are grounded in Mayer's Cognitive Theory of Multimedia Learning and Constructivist Learning Theory, both of which emphasize the importance of active, hands-on, and visually supported learning experiences for deep knowledge construction and skill development.

The present study's findings further validate these theoretical frameworks by demonstrating that the combination of Discovery Learning and Canva creates a learning environment that is not only active and student-centered but also visually and cognitively supportive. This synergy enables students to overcome common challenges in

writing anecdotal texts such as developing humor, structuring narratives, and conveying implicit messages by engaging them in meaningful exploration, collaboration, and creative expression. The high percentage of students achieving mastery in this study (90.91%) surpasses national standards for classical completeness and underscores the pedagogical superiority of this integrated approach over traditional methods.

The results of this research reinforce and extend the existing literature, confirming that active, student-centered, and visually mediated instructional strategies are highly effective for complex writing tasks. The findings also suggest that the adoption of Discovery Learning and digital media like Canva should be more widely considered in curriculum design and classroom practice to foster higher-order thinking, creativity, and sustained motivation in student writing.

While the implementation of Discovery Learning supported by Canva resulted in a significant overall improvement evidenced by 90.91% of students achieving the minimum mastery criterion (KKM) in Cycle II several important challenges remain. Notably, two students (9.09%) still did not reach the expected standard. A closer analysis indicates that these students continued to struggle with core elements of anecdotal text composition, particularly in identifying and expressing humor and underlying messages. Internal factors, such as low self-confidence, insufficient prior knowledge, or limited intrinsic motivation, may have contributed to these persistent difficulties. External factors, including classroom atmosphere, clarity of instruction, and a lack of sufficiently differentiated intervention strategies, could also have played a role. Although additional guidance and feedback were provided, these students may require more personalized support, such as individualized scaffolding, targeted mini lessons on humor and message

development, or alternative instructional approaches that address their unique learning needs.

This situation highlights a broader pedagogical reality: even highly effective models like Discovery Learning, when combined with digital media such as Canva, may not fully address the needs of all learners without adaptive and differentiated instruction. The findings suggest that ongoing formative assessment and responsive teaching are essential, particularly for students who do not respond to standard interventions. This aligns with the literature emphasizing the importance of explicit instruction, quality feedback, and scaffolded support for struggling writers (Baker, Gersten, & Graham, 2003).

Despite these challenges, the high rate of mastery achieved in this study substantially exceeding the commonly accepted standard for classical completeness in Indonesian secondary schools (≥75%) demonstrates the effectiveness and scalability of the combined Discovery Learning and Canva approach. The results support the broader adoption of active, technology-supported instructional models in writing education, especially for genres that demand creativity and critical engagement. The integration of Discovery Learning encourages students to explore, investigate, and construct meaning independently, while Canva enhances engagement and creativity through visual and interactive features. Together, these strategies foster not only improved writing outcomes but also higher-order thinking, motivation, and digital literacy.

While the intervention was largely successful, the remaining challenges underscore the necessity of differentiated, adaptive teaching and the importance of addressing both cognitive and affective dimensions of learning. Future instructional cycles should incorporate more individualized interventions and continuous formative assessment to ensure that all students,

including those with persistent difficulties, can achieve mastery in complex writing tasks such as anecdotal texts.

5. CONCLUSION

This study demonstrates that the application of the Discovery Learning model, supported by Canva as a digital medium, significantly improved the ability of ninth-grade students at SMPN 3 Luwuk Timur to write anecdotal texts. The improvement is evident in the increase of the average class score from 69.34 in Cycle I to 90.91 in Cycle II, with the percentage of students achieving the minimum mastery criterion (KKM) rising from 52.17% to 90.91%. These results indicate that the combination of active, student-centered learning and visual digital media can effectively address common difficulties in writing anecdotal texts, such as developing humor, structuring narratives, and conveying implicit messages.

However, the study also identified limitations. A small number of students continued to struggle, particularly with expressing humor and message content, suggesting that even effective models like Discovery Learning require further differentiation and individualized support to reach all learners. The research was also limited to a single class and focused primarily on quantitative outcomes, without in-depth exploration of students' creative processes or long-term retention.

Based on these findings, it is recommended that future research explores the application of Discovery Learning and Canva in different educational contexts, grade levels, or subject areas, and incorporates a broader range of assessment methods, including qualitative analysis of student creativity and engagement. Teachers are encouraged to adopt adaptive instructional strategies and provide targeted support for students with persistent challenges. This study contributes to the growing evidence that integrating technology with constructivist learning models can enhance writing instruction and foster both cognitive and creative development in students.

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