



Analysis of The Needs for Serial Image Media Using The Canva Application in Learning to Write Descriptive Texts for Students of Grade VII of SMP Negeri 1 Menui

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Abstract. This study aims to analyze the need for a series of image media developed using the Canva application in an effort to improve the ability of seventh-grade students of SMP Negeri 1 Menui in writing descriptive texts. The background of this study is the low motivation and learning outcomes of students in learning to write, which is caused by less innovative and monotonous learning media. This study uses a qualitative descriptive approach with research subjects of Indonesian language teachers and seventh-grade students of SMP Negeri 1 Menui. Data were collected through observation, interviews, and needs analysis questionnaires. Based on the results of interviews/observations, several findings were obtained, namely students still experience significant difficulties in writing descriptive texts, while the learning media that have been used so far have not been fully able to support the achievement of these competencies. All teachers stated that the use of visual media, especially serial image media, has great potential in increasing students' interest, understanding, and ability to compose descriptive texts coherently and systematically. Therefore, serial image media is effective to be used as a learning medium to improve the descriptive text writing skills of seventh-grade students of SMP Negeri 1 Menui. This media is expected to be an innovative alternative for teachers in creating interesting, interactive, and appropriate learning according to student characteristics. This is supported by research results which show that students' need for serial image media is in the very needed category, with a percentage reaching 94.4%.

Keywords: Needs analysis, Serial image media, Canva, Writing descriptive text.

1. Introduction

Education is a crucial foundation for producing a quality generation. One crucial aspect of producing a quality generation is mastering language skills. According to Tarigan (2021:2) [10], language skills are a person's ability to use language in various communication activities, both verbally and in writing. Language skills include four aspects: listening, speaking, reading, and writing. The benefits of these four language skills are as a communication tool, improving critical and logical thinking skills, supporting the learning and teaching process, and shaping character and personality.

Language skills are crucial for optimal learning, particularly writing. Writing is a

complex skill that involves various cognitive aspects, from the ability to formulate ideas and organize information to using appropriate grammar and vocabulary. Learning Indonesian at the junior high school (SMP) level, particularly in grade VII, plays a crucial role in developing literacy skills, including writing. Students are expected to develop the ability to write various types of texts, including descriptive texts. Descriptive texts describe an object, place, person, or event in detail and clearly, allowing the reader to see, hear, or feel what is being described.

The ability to write descriptive text is not only relevant for learning Indonesian but also serves as a foundation for developing writing skills in various subjects and everyday life. However, in practice, many students experience difficulty in composing good and correct descriptive texts. Initial observations and field experiences indicate that seventh-grade students at SMP Negeri 1 Menui often experience difficulty expressing ideas or concepts in written form. Monotonous learning, a lack of varied learning media, and limited teacher creativity in presenting material can be contributing factors to students' low interest and motivation in writing. As a result, the quality of students' descriptive writing often falls short of expected standards, evident in writing that lacks detail, limited vocabulary, and irregular sentence structure. This can be caused by limited facilities and infrastructure, as well as access to learning resources relevant to current developments. This condition impacts the learning process, which tends to be conventional, lacking innovation, and underutilizing digital technology. As a result, students often feel bored, unmotivated, and struggle to develop language skills, particularly writing.

Along with technological developments, teachers are required to be more creative in selecting and developing learning media. According to Ikhsan (2022:171) [2], learning media are tools that can assist the teaching and learning process, making the message clearer and achieving educational or learning objectives more effectively and efficiently. Engaging learning media is expected to stimulate students' knowledge, making the learning process more effective and enjoyable.

2 Literature Review

2.1 Instructional Media

According to Fadilah et al (2023:3) [1], Learning media is tools that can be used to support more effective and optimal learning. Nowadays, the learning process is no longer limited to textbooks and blackboards; teachers now have a wide variety of learning media available. Learning media plays a crucial role in the classroom learning process. Using the right media can help students understand the material more easily, engagingly, and enjoyably.

2.2 Understanding Serial Image Media

According to Renza et al. (2022:447) [7], serial image media is image media that de-

picts a series of stories or events sequentially based on the topics contained in the images. According to Sahno (2022:54) [8], serial image media is an image that tells an event; each image is arranged sequentially to form a coherent story. Thus, using a series of images is an effective learning tool, combining facts, ideas, or concepts clearly from the images. Through a series of images, students can easily express their ideas or concepts in words according to the sequence of the images.

2.3 Understanding Canva

Canva is an online graphic design platform that provides a variety of templates, design elements, and easy-to-use features for creating various types of visual content, including posters, presentations, infographics, and illustrations. Maisarah et al (2023:45) [3] Canva is a web- based application used to create various graphic designs, such as presentations, posters, infographics, and learning media, with a simple interface and drag-and-drop features that are easy for beginners to use.

2.4 Writing Skills

According to Harahap et al. (2023:121) [4], writing is the ability to express ideas, opinions, and feelings to others through written language. Prastika & Nuraeni (2025:89) [5] Writing is a complex art and science. It's not just about putting words together, but also about conveying a message clearly, engagingly, and effectively. Writing is a creative process that involves cognitive, emotional, and social aspects.

2.5 Understanding Descriptive Text

According to Subarna et al. (2021:8) [6], descriptive text is a text that describes something according to its actual condition so that the reader can see, hear, smell, and feel what is described according to the author's image. In descriptive text, the author tries to describe the impression from his observations of an object to the reader.

3 Method

The research method used in this study is research and development (R&D). This type of research uses qualitative descriptive research with a needs analysis approach. Sugiyono (2023:18) [9] the qualitative research approach is based on the philosophy of post-positivism, which is applied to study subjects in their natural environment (as opposed to the experimental approach), with researchers as the main tool, data collection through triangulation (integrated method), inductive and qualitative data analysis, and research results that emphasize the interpretation of meaning rather than broad generalizations. The focus of this research is directed at identifying the needs of students and teachers in the use of Canva-based image series media in learning to write descriptive texts. The research subjects were grade VII students of SMP Negeri 1 Menui. The research location was SMP Negeri 1 Menui Kepulauan, Morowali Regency. The data sources in this study were obtained directly from students and teachers through observation, questionnaires, and interviews. Data collection techniques in this study were: (1) observation (observations were carried out to observe the conditions of learning to

write descriptive texts and the media used by teachers in the learning process). (2) interviews (interviews were conducted with Indonesian language teachers and several students to explore the needs, expectations, and obstacles in using serial image media. (3) questionnaires (questionnaires were distributed to students to find out their level of needs, interests, and difficulties in writing descriptive texts. (4) documentation (documentation in the form of photos of activities, student work, and existing learning media. The research instruments in this study were: (1) learning observation sheets. (2) teacher and student interview guidelines. (3) student needs questionnaires (with a combination of Likert scales and open questions). The data analysis techniques used were: (1) data reduction (filtering important information from the results of observations, interviews, questionnaires, and documentation. (2) data presentation (displaying the results of the analysis in the form of tables, graphs, or descriptive narratives. (3) drawing conclusions (concluding the needs of students and teachers for Canva-based serial image media in learning to write descriptive texts.

4 Discussion

Based on the research results, several important data were obtained in this study, namely:

4.1 Initial analysis results

The initial analysis was conducted to identify the problems that occurred in learning to write descriptive texts in class VII of SMP Negeri 1 Menui as well as to determine the needs of students and teachers for appropriate learning media. Based on the results of the initial analysis, namely the researcher conducted interviews with Indonesian language teachers, as well as questionnaires given to students, several important findings were obtained, namely as follows:

Most students still struggle to develop ideas into a descriptive text that is coherent and follows the correct structure. They tend to be passive when asked to write and struggle to choose the right vocabulary to describe an object based on a picture.

The learning media used by teachers are still limited to textbooks and oral explanations. These media are perceived as less engaging for students, resulting in relatively low motivation and engagement in the writing process. Teachers also conveyed the need for more interactive media capable of concretely visualizing objects to make it easier for students to express their ideas or concepts in writing.

Initial analysis results indicate that students are more attracted to learning media that utilize engaging images and digital media. This clearly aligns with the characteristics of today's generation of students, who are familiar with technology. Students also stated that they feel helped and motivated when writing texts when accompanied by engaging and coherent images.

The school environment at SMP Negeri 1 Menui has limited internet access and electricity supply. This situation hinders the optimal use of technology-based learning

media. Applications requiring an internet connection cannot be used directly during lessons.

A curriculum needs analysis shows that in the seventh grade Indonesian language subject, one of the basic competencies students must master is writing, namely writing descriptive texts in accordance with proper Indonesian language structure and rules. Therefore, learning media are needed that meet the curriculum's demands while remaining engaging for students.

Based on the analysis, it can be concluded that student learning success is influenced by motivation, interest, the learning environment, the role of the teacher, and the available learning facilities. High motivation and interest encourage students to be more active and engaged in learning. A conducive environment provides comfort, while teachers play a crucial role in facilitating, guiding, and motivating students to actively participate in the learning process. Furthermore, the availability of adequate learning facilities will support students' understanding of the learning material. With the synergy of all these factors, learning objectives can be optimally achieved.

4.2 Student analysis results

Based on the results of the student analysis research, several findings were obtained. In general, students have a fairly high interest in using digital-based media because it is considered more interesting, practical, and in line with the technological developments they are familiar with every day. Students' abilities in writing descriptive texts still vary; some students are able to compose descriptive texts quite well, but many still experience difficulties in choosing diction, constructing descriptive sentences, and developing ideas coherently. This indicates the need for learning media that can make it easier for students to express ideas or thoughts through the help of visual media.

4.3 Results of material analysis

The material analysis conducted in this study aimed to ensure the learning content aligns with the curriculum and students' needs. Based on the seventh-grade junior high school curriculum, the relevant core competency is the ability to compose descriptive texts about objects (people, places, or things) while paying attention to structure and linguistic rules. The core material analyzed includes:

1. Definition of descriptive text
2. Characteristics of descriptive text
3. Descriptive text structure
4. Language rules for descriptive text
5. Steps for writing descriptive text
6. Practice writing descriptive text based on real objects and image media

4.4 Problem analysis results

Based on observations of the learning process and interviews with Indonesian language

teachers, it was found that students still experience various difficulties in writing descriptive texts. These difficulties are particularly evident in their ability to develop ideas coherently and in detail. Students tend to struggle to identify the object to be described, resulting in a lack of focus, inconclusive descriptions of the object's characteristics, and minimal use of descriptive vocabulary.

4.5 Results of learning objective analysis

From the results of the analysis, learning objectives were obtained which direct students to be able to:

1. Identify the characteristics of descriptive text through observing a series of images.
2. Determine the appropriate vocabulary to describe objects in a series of images.
3. Arrange descriptive sentences based on the sequence of pictures.
4. Compose a complete descriptive text by paying attention to the structure (identification, description of parts, conclusion).
5. Demonstrate a positive, active, and creative attitude in the writing learning process.

Table 1 Results of analysis of observations/interviews with Indonesian language teachers regarding the use of learning media in writing descriptive texts:

No	Question	Percentage	Solution
1	Do students have difficulty writing descriptive text?	100% of students experienced difficulties	It is necessary to develop more contextual and interesting learning media, such as serial image media to help students find ideas, organize plots, and clarify descriptive objects.
2	Have the learning media used helped students?	100% of media does not fully help students.	It is necessary to innovate learning media that is more interactive and appropriate to the characteristics of students.
3	Can image media increase students' interest in writing descriptive text?	100% of teachers stated that it could increase student interest.	Image media is recommended for use as a means of increasing students' motivation and interest in learning.
4	Has the teacher used serial image media in learning?	100% of teachers have never used it.	It is necessary to develop and implement serial image media as an alternative media for learning Indonesian, especially for descriptive text material.
5	Do teachers master the Canva application?	50% of teachers master it but are not optimal.	Training or assistance is needed in using Canva to create digital learning media.
6	Is digital learning media more interesting than print media?	100% digital media is more attractive to students.	Digital-based learning media needs to be maximized for use in the learning process.

7	Does a series of images make it easier to understand the objects in descriptive text?	100% of teachers said it made things easier	Serial image media can be used as a means to improve understanding of concepts and objects in writing descriptive text.
8	Is the use of digital media necessary for varied learning?	100% of teachers stated it was necessary	The use of digital media needs to be developed sustainably to create more varied and innovative learning.
9	Is presenting images sequentially (a series of images) effective in helping students sort the details of objects in descriptive text?	100% of teachers said it was very helpful.	Serial image media is recommended for use in learning to write descriptive text because it can help students organize object details systematically and coherently.
10	Do teachers support the development of Canva-based image series media in learning to write descriptive texts?	100% of teachers stated that they support it.	The development of Canva-based image series media is feasible because it has received full support from teachers as users of learning media.

Based on the overall observation/interview results presented in the table, it can be concluded that students still experience significant difficulties in writing descriptive texts, while the learning media currently used have not been fully capable of supporting the achievement of this competency. All teachers stated that the use of visual media, especially image series, has great potential in increasing students' interest, understanding, and ability to compose descriptive texts coherently and systematically. In addition, digital-based learning media is considered more interesting than print media and is considered necessary to create more varied and innovative learning. Although some teachers have mastered the Canva application, its use in learning is not optimal. However, there is full support from teachers for the development of Canva-based image series media. Thus, the development of Canva-based image series media is considered relevant, necessary, and feasible to be developed as a learning solution for writing descriptive texts to improve the quality of the process and learning outcomes of students

The following are details of the results of the student needs questionnaire (50 respondents) using the formula:

$$P = \frac{\text{Skor diperoleh}}{\text{Skor maksimal}} \times 100\%.$$

Table 2: Results of the student needs questionnaire (50 respondents)

No	Student Statements/ Questionnaires	Percentage	Solution
1	Are you having difficulty writing descriptive text?	70% of students stated that they had difficulty writing descriptive text.	It is necessary to develop learning media that can help students understand the characteristics and structure of Descriptions more concretely.
2	Does your understanding of learning material become easier when it is presented with interesting images?	100% of students stated that they agreed.	Learning to write descriptive texts needs to utilize interesting visual media to improve students' understanding.
3	Are the learning media currently used by teachers interesting and helpful to your learning process?	90% of students stated that the learning media used was not interesting.	Teachers need to develop more innovative learning media according to the needs and characteristics of students.
4	Can the use of digital-based learning media increase your learning motivation?	90% of students stated that using digital media can increase learning motivation.	Digital-based learning media is recommended for optimal use to increase student motivation and involvement in learning.
5	Have you ever written descriptive text using a series of images before?	100% of students stated that they had never written descriptive text using a series of pictures as media.	Provides an introduction (orientation) regarding what serial image media is and how to use it in writing, especially writing descriptive text.
6	In your opinion, do a series of interesting images make it easier to understand the content of a text?	100% of students think that a series of interesting images makes it easier to understand the contents of the text.	Teachers need to provide teaching materials that are rich in interesting visuals/images to speed up understanding of text concepts.
7	Are you interested in learning to write descriptive text using a series of pictures?	All students (100%) expressed interest in using serial picture media as a means of learning to write descriptive text.	Teachers need to implement serial image media as the main tool in learning to write descriptive texts.
8	Do you need learning media that is more creative and interesting than the media that currently exist or that is often used by teachers?	100% of students stated that they needed creative and interesting learning media.	Teachers need to innovate teaching media to make it more varied and not boring for students.

9	Does using a series of images make it easier for you to find ideas/ concepts in writing descriptive text?	94% of students stated that serial image media made it easier for them to find ideas in writing descriptive texts.	Teachers need to use a series of pictures as a guide to the flow of thought so that students are not confused when starting to write.
10	Do you want to try writing practice using Canva application-based learning media?	100% of students expressed their desire to implement writing learning using Canva application-based media.	Digitalization of learning: training students to use the Canva application to create creative and professional descriptive text projects.

Based on the table, it can be concluded that students' need for serial image media is in the "very needed" category, with a percentage reaching 94.4%. This indicates that the majority of students view serial image media as a very important, interesting, and effective learning tool for writing descriptive texts to support the learning process.

5 Conclusion

Based on the research results and needs analysis, it can be concluded that learning to write descriptive texts in grade VII of SMP Negeri 1 Menui still faces several obstacles. Most students have difficulty finding ideas, choosing appropriate vocabulary, and constructing sentences and paragraphs coherently. Furthermore, the teacher-centered learning process and minimal use of visual media lead to students being less motivated and easily bored. The analysis shows that both teachers and students need learning media that are engaging, interactive, and appropriate to the characteristics of junior high school students, especially in writing. The use of Canva-based image series media is considered relevant to address these needs.

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