THE ANALYSIS OF VISTACREATE AS LEARNING MEDIA TO BOOST WRITING ABILITY OF HIGH SCHOOL STUDENTS

Submitted In Partial Fulfillment of the Requirements for the
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By:

SARAH
2002050015

FACULTY OF ENGLISH TEACHER TRAINING AND EDUCATION UNIVERSITY OF MUHAMMADIYAH NORTH SUMATERA
MEDAN
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MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30

Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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Nama : Sarah

NPM : 2002050015

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Analysis of VistaCreate as Learning Media to Boost Writing Ability of High School Students'

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PANITIA PELAKSANA

Ketua   Sekretaris

Dra. Hj. Syamsuyurnita, M.Pd.   Dr. Hj. Dewi Kesuma Nst, SS, M.Hum.

ANGGOTA PENGUJI:

1. Habib Syukri Nasution, S.Pd., M.Hum.   1.

2. Dr. Pirman Ginting, S.Pd., M.Hum.   2.

3. Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum. 3.

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama   : Sarah

NPM   : 2002050015

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : The Analysis of Vista Create as Learning Media to Boost Writing Ability of High School Students

sudah layak disidangkan.

Medan, 31 Agustus 2025
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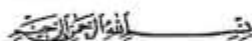**Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum**

Diketahui oleh:

Dekan   Ketua Program Studi

Dra. Hj. Syamsuyurnita, M.Pd.   **Dr. Pirman Ginting, S.Pd, M.Hum.**

بسم الله الرحمن الرحيم

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Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Sarah
NPM	: 2002050015
Program Studi	: Pendidikan Bahasa Inggris
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
05/05/2025	Fixing Error in text citation se all chapters.	
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24/07/2025	Data Analysis. → data represent to the Research questions	
11/08/2025	Chapter IV → participat were alc encode. → Tables (T.IV) move to Apl	
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29/08/2025	Revision Chapter IV → Discussion follow by the RQ.	
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Diketahui oleh:
Ketua Prodi

Dr. Pirman Ginting, S.Pd., M.Hum

Medan, 31 Agustus 2025
Dosen Pembimbing

Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum

PERNYATAAN KEASLIAN SKRIPSI

بسم الله الرحمن الرحيم

Saya yang bertandatangan dibawah ini :

Nama	: Sarah
NPM	: 2002050015
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Analysis of Vista Create as Learning Media to Boost Writing Ability of High School Students

Dengan ini saya menyatakan bahwa Artikel saya yang berjudul **"The Analysis of Vista Create as Learning Media to Boost Writing Ability of High School Students"** adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, Agustus 2025
Hormat saya
Yang membuat pernyataan,

Sarah

iv

ABSTRACT

Sarah. 2002050015. The Analysis of VistaCreate as Learning Media to Boost Writing Writing Ability High School Students' Writing. Skripsi: English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2025.

Writing is a very difficult skill to learn because it requires knowledge in pouring ideas, ideas, or feelings into written form, besides that language teachers have difficulty when teaching writing skills due to lack of understanding of vocabulary and poor spelling grammar. The purpose of this study is to find out how the use of VistaCreate application affects the writing skills of high school students. This research was conducted at SM Dharmawangsa Medan. The population of this study was all XI classes consisting of XI MIPA 1 to XI MIPA 7 classes totaling 35 students. The sample of this study was one class. The method used in this research is Descriptive Quantitative with one-group pre-test and post-test design. The findings of this study indicate that the VistaCreate application has the potential to improve students' writing skills. This is indicated by the average pre-test score 7.49 and the average post-test score of 7.49. This proves that there is a significant effect of using VistaCreate application that can improve the writing skills of students in grade XI of DHARMAWANGSA Medan High School.

Keywords: Writing Skill,VistaCreate Application, Learning Media, Creativity, Education, Application Learning

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Sarah

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

With the rapid development of information and communication technology in today's era, everyone will demand to follow it and accelerate their steps so as not to be left behind. The development of ICT or information and communication technology is closely related to the development of science in education, especially it can be termed the development of technology and information which is the result of the development of science itself, so that this development should be used as a reference for the development of technology in education in the future. Today at the peak of the digital face electronic learning activities on line is a learning concept that is carried out through electronic media networks, the development of technology that is very advanced in the modern era and globalization as it is now allows various activities carried out quickly and efficiently, (Rapanta, 2020; Dahnial & Rahmat, 2021). To improve the appearance of this education, information technology is needed. Information technology that does not only discuss supporting tools, but also as the main tool to support success in the field of education and thus can also participate in global competition. Facilitates learner-content, learner-learner, learner-group, and learner-instructor interactions via a variety of digital tools, including cloud-based computers and storage, media platforms, and advanced communication technologies (Mathew, 2020; Parkes, Stein, & Reading, 2015). Moreover, information and communication technology makes the education sector more alive and makes it

easier to adapt between other humans in terms of communicating with the development of the times, so that it can provide opportunities for teachers and students to participate more actively or more interactively in the learning process. This information and communication technology in education is very helpful in running science without eliminating the initial learning pattern. The purpose of utilizing information technology in learning is to increase effectiveness in the learning process. That way, what is expected in student learning outcomes is an increase. Then the useful and enjoyable learning in the Industrial Revolution 4.0 has brought a change in the way students learn in the teaching and learning process. In that era, teachers were forced to participate in the digital and interactive learning process. Therefore, one of the challenges for educators and developers of learning technology is to improve and innovate in making the learning process more interesting, and in this case not to give students a sense of boredom in learning (Chao et al., 2024a). But unfortunately in this era of rapid technology, the use of technology or the internet in education can be said to be quite low and lacking in terms of adequate internet. According to survey data conducted by Komnfo in 2017, ownership of smartphones is owned by 66.3% of Indonesian people. In addition, individuals who live in villages also have smartphones as much as 50.39%, while as many as 32.30% of them use the internet to communicate Kominfo, (2017). It is undeniable that people who live in rural areas are not immune from the use of ICT. Technology is largely utilised for exchanging information with people. There could be a positive feedback loop in which greater communication enhances the likelihood of being contacted and

contacting others (Zilka, 2020). Perhaps people that communicate more through technology place a higher value on relationships with others overall. It's reasonable to presume the same for youngsters. Apps and technology can enhance their humanistic values, which are still evolving. While in a larger social environment there is a tendency for face-to-face communication to be done less and less. Communication technology has been used in the family environment, but the duration of use is still relatively low. The authors of perform independent sample t-tests on student groups and find that even after using active learning strategies for the first time, students' motivation levels as determined by a variety of criteria, including empowerment, usefulness, success, engineering utility, etc., remained stable.

One of the technology media that is often used today is applications on mobile phones. The results of the study showed that students who interact a lot with mobile phone applications can more easily understand the contents of the reading text (Huwaidi et al., 2021). To assist the attainment of learning objectives, teachers at all levels of education must produce interactive media using digital technology that is tailored to the needs of students and the learning context. This suggests that in literary learning in senior high schools, it is vital to produce learning media that are in step with changes in digital technology and student needs (Buragohain et al., 2018; Herlina et al., 2022). Using learning media during orientations improves the effectiveness of learning and course delivery (Ediyani & Muhammad, 2020). Therefore, technology is very much needed in education today, especially the creation of interesting learning media is needed to motivate

students and one example of a technological breakthrough in the field of education that can help educators in creating more interesting learning media is the VistaCreate application. VistaCreate is currently a popular website and application in education with attractive graphic designs. VistaCreate is a graphic design developed by a company from Ukraine that can help people get quality and attractive designs without having to bother making the design. Over time, the VistaCreate application has grown, and with this development they have added new features such as design templates, design tools, which are very easy to use, and skills in various designs online and downloading the results in seconds and have various forms.The use of VistaCreate learning media can provide convenience and shorten the time for teachers in designing learning media and make it easier for teachers to deliver materials during the teaching and learning process. VistaCreate media also makes it easier for students to master the material delivered because this media can display text, audio, video, animation, images, graphics and so on which are very suitable as learning media to be displayed and can make students stay concentrated on the material delivered because the appearance of the material delivered is very interesting. Thus, the rapid development of technology like this should be for educators to utilize technology in creating learning media. Because learning media that is interesting for children will increase the enthusiasm and motivation of children to follow the learning. One example that can be utilized by educators is the VistaCreate application. VistaCreate is a very useful design tool for educators to create learning media that attracts students' attention such as making presentations, making posters,

infographics and flash cards (Elsa et al., 2021).

In previous research related to the use of the Canva application in creating learning media, it was conducted by Sugiarni, Dina Eka Widiastuti, Tahrun in 2024. With the title "The implementation of Canva as a digital learning tool in English Learning at vocational school". The results of this study have a positive impact on student learning outcomes by increasing motivation and deepening understanding of the context of the lesson. Students are able to communicate their ideas effectively through Canva creations, demonstrate creativity in designing materials and explore innovative approaches to presenting information. The similarity of this study with the previous one is using a descriptive qualitative method. Then this study was conducted at one of the SMKN Parit 1 which had used design applications such as the Canva application in creating its learning media. While the difference in the study at SMA Dharmawanga Medan used the same design tool as Canva, but had a different application name, namely the VistaCreate application. This study was conducted at one of the SMA Dharmawangsa Medan schools in North Sumatra which is one of the schools that has utilized technological developments by utilizing the internet in creating learning media with the Canva & VistaCreate applications. At SMA Dharmawangsa, examples of learning media that have been created using the Canva & VistaCreate applications are posters and presentations for ongoing learning assignments. With the rapid development of technology and the presence of VistaCreate with a variety of features that attract students' attention, it will make learning fun and not boring during the teaching and learning process. In this

case, the researcher is interested in taking the title "The Use of VistaCreate Application as Media to Bosst High School Students".

1.2 Identification of the Study

Based on the background that the author has put together, the problem of identification in this research are:

1. Lack of utilization of technology as learning media.

2. Ineffective use of learning media in the teaching and learning process in the classroom

3. Lack of variety of interesting material designs in the use of learning media

1.3 Scope of the Study

This research focuses on creativity in designing materials, and exploring innovative approaches to presenting information. VistaCreate's role here is to increase student participation and interest in the lesson content highlighting its potential to grow student understanding in the subject matter.

1.4 Formulation of the Problem

The problem formulation was made by the author based on the background and identification of existing problems, namely:

1. What are the barriers to using VistaCreate App as media to boost High School?

2. How the utilization of VistaCreate App in creating learning media?

1.5 The Objectives of the Study

The objectives of this research are as follows:

1. To find out what the bariers to using VistaCreate App as media to boost High

School??

2. To investigate how the utilization of VistaCreate App in creating learning media?

1.6 The Significance of the Study

1. Theoretically

   This study can contribute to the progress of studies in education and can be used as a reference for further research. And with this research, it is expected to increase the insight of educational knowledge in utilizing increasingly rapid technology such as the VistaCreate application which can be used in the creation of learning media that can be used in the teaching and learning process.

2. In Practically Terms

   a. For Researchers

      With this research gained new knowledge about the importance of learning media in the teaching and learning process and the use of the VistaCreate application.

   b. For Educators

      The existence of this research can increase the variety of media in learning that can be used when teaching in the classroom.

   c. For Students

      With this learning media, students can learn in the classroom in a more enjoyable and less boring atmosphere and can increase their knowledge in utilizing learning media

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Media in English Leaning

2.1.1.1 Definition of Learning Media

In learning media is very much needed for teaching tools that use sophisticated technology today. In the 21st century, the term "technology" has become an important issue in many fields including education. This technology is one of the shortcuts for transferring knowledge throughout the world. The integration of technology today through innovation and transformation of our society has completely changed the way people think, work, and live (Putra et al., 2023). The integration of ICT in education in general means a technology-based teaching process that is very closely related to the use of learning technology in schools. Nowadays, many students are already familiar with technology. This is because the use of technology in education provides a very large contribution in the pedagogical aspect where the application of ICT can produce very effective learning.

Researchers (Palermo et al., 2020) showed that technology is the most important thing in language learning media because the use of technology can increase student motivation. In this case, technology is very much needed in learning media. One of the controversial issues in foreign language teaching is the level of technology use needed in writing classes, including formal media.

Digital media has a minor favourable impact on the vocabulary of children aged 0–6 years, according to (Jing et al., 2023) Although TV and apps also had a substantial favourable impact, this effect was mitigated by the type of media, with e-books having a bigger effect size than video chat. Given their inherent ability to encourage adult-child co-use (much like books), e-books were not included in the current meta-analysis.

There aren't many options for interaction with viewers or providing comments to kids to help them learn on television. Numerous studies indicate that when children between the ages of 0 and 6 watch television alone, they usually learn more from live interactions than from both live and pre-recorded programs. Visual media is a type of media used for language learning. Visual media can be in the form of diagrams on a screen, whiteboards, photos, book graphics, cartoons, etc (Maritasari et al., 2022). This media can provide a learning experience that is consistent with the character of students as a form of digital natives who use the media. In this case, visual media can also support students who use EFL to express themselves to communicate with others.

Graphic design tools in websites are software or applications that allow designers to edit visual elements that will be used in a website. This is a visual technology media with a drag and drop format and provides access to over a million photos, graphics and fonts, such as the VistaCreate application has millions of images, photo filter edits, icons in free form.

2.1.1.2 Media Functions

According to (Zahwa et al., 2022) learning that uses media as a tool or medium has a specific goal that it wants to achieve. This goal is so that a speaker or source can send messages or information to the audience or recipient of the message, therefore media is needed in the learning process.

Then, the position of media in learning is in accordance with the learning method as one of the efforts to enhance the process of interaction between the speaker or educator and the audience in the learning environment (Zahwa et al., 2022). In terms of what we know that media is very much needed in the learning process, especially in this modern era.

According to (Musfiqon, 2012), the three primary principles of media usage in the learning process are as follows: (a) Princip's effectiveness of efficiency. According to the learning idea, effectiveness is the degree to which a learning process accomplishes learning goals. Efficiency is the use of the least amount of time, money, facilities, infrastructure, and other resources to accomplish learning objectives; (b) Relevance principles. It should be possible for teachers to select media that aligns with learning objectives, content, techniques, and evaluation; and (c) productivity principles. Practice in the educational process Researchers concluded that the function of learning media is an effort to make it easier for students to overcome problems in the ongoing learning process so that students are able to record, store and preserve the knowledge that has been given by the teacher.

2.1.1.3 Benefits of Media

The use of technology in all areas continues to grow, having a substantial impact on health care delivery and education. The usage of tablets and e-books instead of textbooks allows students to have more access to often updated material. Active teaching tactics that use technology to improve learning have replaced old, stagnant approaches of the past. These tactics encourage learner engagement while also promoting adult learning concepts such as self-directedness, experiential learning, relevance, and problem-solving (Altmiller & Pepe, 2022). Haleem et al. (2022) found that digital media has various benefits for learning, such as making it easier for teachers to create materials and introduce new teaching approaches. The author agrees that learning media can improve students' creativity and ability to think beyond traditional methods. Students use internet-connected devices like computers and tablets to view and record teacher presentations. Tsortanidou et al. (2019) suggest that teachers can use digital platforms such as social media, multimedia, and devices to instruct pupils. The practical benefits of learning media in the teaching and learning process are as follow: 1. Learning media can clarify the presentation of messages and information, thereby facilitating and improving the learning process and outcomes. 2. Educational media can increase and direct children's attention, thereby motivating them to learn, promoting more direct interaction between students and their environment, and enabling students to learn independently according to their abilities and interests. 3. Educational media can overcome sensory, spatial, and temporal limitations. 4. Learning media can provide students

with shared ecperiences about events in their environment, as well as enable direct interaction with teachers, the community, and their environment, for example though field trips. Visits to museums or zoos (Azhar Arsyad, 2007; Wulandari et al., 2023)

In this case, the benefits of media in learning are many, such as:

1) Improves Comprehension: Visual, audio, and interactive media can help students understand complex concepts better,

2) Provides Variety: The use of differents types of media (videos, images, stimulations) makes learning more interesting and reduces boredom,

3) Supports Differents Learning Styles: Every student has a differenys learning style. Media helps meet these needs, whether they are visual, auditory or kinesthetic,

4) Increases Engagement: Interactive media, such as quiz and educational games, can increase student particapation in learning,

5) Access Information: Digital media allows students to access the lates information such as knowledge in learning that can be obtained in this digital media.

As we know that applications on mobile phones can interact with students in terms of delivering ongoing learning materials.

2.1.1.4 Purpose of Using Learning Media

The purpose of learning media is to increase the effectiveness and efficiency of daily learning activities by using various modern tools and technologies.

According to (Richard et al., 2002) stated that "Instructional media can

reduce the burden of teachers in delivering teaching materials, so that they can concentrate on teaching in the classroom." This theory shows that learning media can reduce the burden on teaching staff or teachers in conveying information or knowledge which aims to achieve the learning process or knowledge during class.

2.1.1.5 Making Learning Media

As we know that a teacher wants to produce a good learning media program, it can be done through careful preparation and planning (Tumini et al., 2021).

The following sequence in designing learning media can be stated as follows:

a) Analyze student needs and characteristics, b) Formulate learning objectives, c) Determine the content framework of the lesson material, d) Determine the type of media, e) Determining student treatment and participation, f) Make sketches/story boards, g) Determine the materials/tools used, h) Writing media scripts, i) Conduct revision tests.

Learning media plays a very important role in the teaching and learning process, especially in early childhood education, because at that time children are at the stage of concrete thinking in their development.

Therefore, one of the principles of early childhood education must be based on reality, namely if children can learn something in real life. This principle shows the need for media as an intermediary to convey lessons in education to children. Learning media that are used in the teaching and learning process of early childhood do not have to be purchased at bookstores (Ummah, 2019).

However, teachers and parents here play an important role in making their own media.

Based on the sequence in designing learning media above, in making learning media, several principles must be observed. In making learning media for early childhood, it must be based on reality. Then in making learning media, it should be able to develop various aspects of child development in terms of lessons, not just one development that makes children develop after using the learning media. And the most important thing in making learning media should be in accordance with the goals that you want to achieve for the child.

2.1.1.6 Types of Learning Media

In learning media there are several characteristics that are based on the appearance of the media provided showing the characteristics of the media. Learning media is designed to function as a tool or resource that helps and facilitates the educational process such as to stimulate the senses of smell, taste, touch, hearing, and sight (Rahmasari, 2022). The main purpose in designing the learning media is to support the achievement of learning objectives in a more effective and efficient way.

There are two types of media, visual and audio-visual, with the following explanation:

a. Visual Media

Visual Media is a media that conveys information or messages through images, graphics or other visuals. This media facilitates communication, helps understanding, and supports a learning process. Examples of visual media

include books, journals, pictures, maps and others.

b. Audio Visual

Audio Visual is a media that combines audio (sound) and visual (image or video) elements to convey information, stories or messages. Tools that can be used for this audio-visual media include tape recorders, film projectors, and wide-format visual projectors.

There are many types of learning media that can be used in the learning process, and we need to know about them. Types of learning media are:

1) Electronic Based Media

a. Computer

A computer is an electronic device designed to receive, store, process and produce data according to instructions given by the user through software or programs. This computer can be used for communication in software, graphic design, and others.

b. Internet

In the teaching process, online media is very much needed in finding ongoing learning materials. Then the internet is also able to support in adding new knowledge insights.

c. Mobile Apps

Mobile Apps are software specially designed to run on mobile devices, such as smathphones and tablets. These apps can be downloaded and installed through distribution platforms, such as the google play store for Android or the Apple App Store for iOs.

d. Social Media

Social media is an online platform that allows users to create, share and interact by creating content or communicating online. Examples include instagram, Facebook, Twitter and so on.

2) Digital

a. Canva

Canva is an online design application, which provides a variety of graphic designs consisting of; banners, invitation cards, photo editing and Facebook covers (Hadi et al., 2021; Tri Wulandari et al., 2022). Canva makes it very easy for teachers to design learning media, as said that canva makes it easier for teachers and students in students to carry out th technology-based learning process, skills, creativity, along with other benefits, this is because the design results use students' interest in learning activities and increase students' motivation by presenting teaching materials and materials attractively. Therefore, learning media using Canva media can make it easier for teachers in terms of making materials and making students not become more bored (Hadi et al., 2021).

b. VistaCreate

VistaCreate is an online graphic design platform that allows users to create various types of visual content, such as poster, social media graphics, presentations, and videos. In addition, this mobile application is very helpful for teachers in terms of providing materials. Mobile applications are also utilized to improve students' writing skills and self-

efficacy (Chao et al., 2024; Novaliendry et al., 2020). With an intuitive interface, VistaCreate is similar to the Canve app in that it provides various templates, design elements, and editing tools that make it easy for users, even those without a design background, to produce engaging content.

Based on the opinions that have been put forward by experts, it can be concluded that media has various types and has its own advantages and disadvantages, such as technological developments in media, for example, audio visuals, which have shows that can be viewed, and also internet-based ones such as the VistaCreate application.

c. Website

Website or abbreviated as web, can be interpreted as a set of pages consiting of several pages that contain information in the form of digital data either in the form of text, images, video, audio and other animation which is provided through an internet connection (Manullang et al., 2021). Therefore, a set of web pages can also be accessed via the internet and are usually managed by individuals, groups, or organizations. Websites are usually accessed through a URL (Uniform Resource Locator) address and can be divided into several categories, such as Website, information, E-commerce Website, Portofolio website, Blog website, Social Media Website.

d. E-learning

E-learning is learning method that utilizes information and

communication technology as a medium for online learning such as webinars, learning videos, interactive, learning platforms and onlin courses. Elearning allows leaners to learn anywhere and anytime, which provides flexibility in managing learning time, besides e-learning is often equipped with multimedia materials, such as text, images, videos to improve the quality of the learning experience.

The advantages of e-learning are that it reduces travel and related costs, allows learning at any time and any place, provides a way of learning on time, utilizes, existing infrastruture, allow sending course materials and easy updates (Harsanto, 2014).

3) Traditional Learning

In traditional learning, educators communicate with students in a classroom context. Students attend regular classes to learn about various topics. Despite the introduction of technology, many schools and institutions still employ handwritten notes, assignments, and tests for teaching and learning. The curriculum is uniform, with texts approved by the government and education board, (Suwannaphisit et al., 2021) found that pupils rely solely on teachers to learn about the subject.

According to (Yong Tan et al., 2022) some of the main characteristics of traditional learning are:

1) Teacher-Centered Approach: Traditional education places a great emphasis on the teacher as the main source of knowledge and mostly depends on direct teaching from the teacher. This arrangement places a

strong emphasis on lectures, in which students are essentially passive information consumers.

2) Face-to-Face Interaction: The traditional paradigm focuses on classroom settings where there must be physical presence. This setting promotes regular scheduling and in-person interactions, both of which are thought to be essential components of the conventional educational process.

3) Standardized Assessments: Exams and standardized tests are frequently used in traditional education to gauge students' comprehension. This method emphasizes fact recall and memorization above problem-solving, critical thinking, and real-world application.

4) Students adhere to a predetermined curriculum that advances at a certain rate. This structure makes it difficult to customize instruction or adjust to each student's particular needs and learning style.

2.1.1.7 VistaCreate Application as Learning Media

VistaCreate is a graphic design platform where anyone can quickly create eye-catching projects for any industry or formal event. VistaCreate was formerly known as Crello and was renamed VistaCreate. VistaCreate was launched in 2016 as part of Dephositphotos. This VistaCreate application has optional design skills with 150 thousand+ professionally designed templates that are pre-formatted and customizable. Quickly edit, resize, and remove image backgrounds in just a few clicks. Edit video content and add music to create multidimensional.
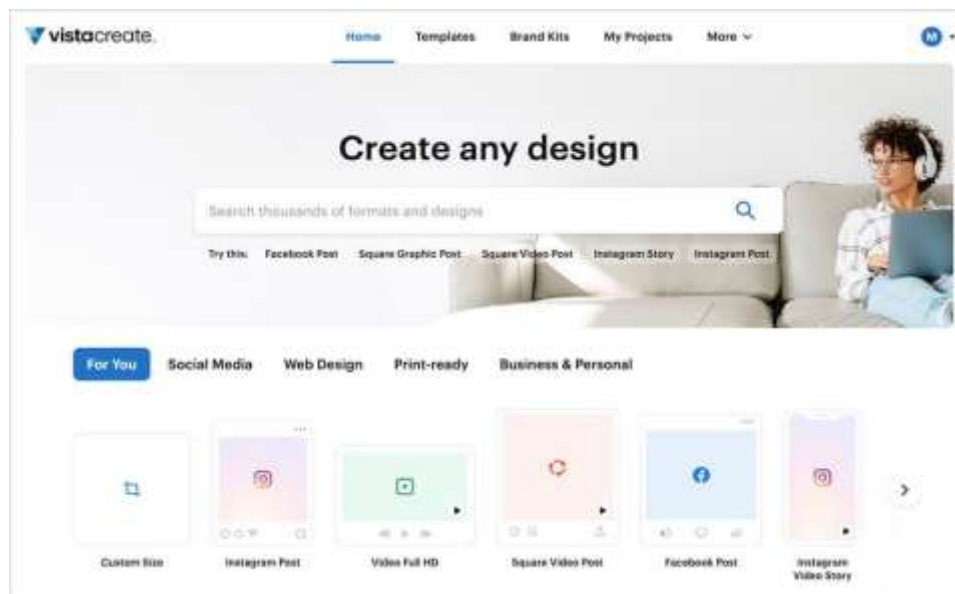
Figure 2.1 VistaCreate App Interface

This platform can help brands or create professional visual content for social media. Available in free and pro, or paid. The difference between the free and professional or paid ones lies in the completeness of the templates provided and the results of downloading files. If VistaCreate is professional, the design results can be downloaded in a larger size, while the free size is limited.

VistaCreate is a media for designing designs and allows anyone to create any design and publish it anywhere. VistaCreate has a drag feature that is easy for everyone to understand. With this feature, everyone can create visual content easily and effectively, but using this online application requires a lot of quota and as we know not all students can have a quota as a growing number of studies on teacher education have recently found that teachers engage in considerable informal learning activities in order to deal with teaching challenges or meet professional standards (Kyndt et al., 2016; Lefstein et al., 2020). Teachers' informal learning has a greater influence on their perception and practice than

formal learning (Huang & Lai, 2020; Lecat et al., 2020). This development is due to the many users who are aware of the importance of design applications that are more capable of creating cooperation between each other and can be easily reached and VistaCreate offers all of them. Furthermore, to be able to use VistaCreate, users can create a website account.https://create.vista.com/home/or can be through those available on Playstore or Apps Store. After creating an account, users have access to more tools such as access to a library of 70+ million images, videos, and vectors, then there is a Background eraser tool, Resizer tool, Brand kit, Sticker maker and so on. However, not all tools can be used for example there are some template elements, letter shapes, animations that have a pro or paid mark.

Based on several definitions explained above, it can be concluded that the VistaCreate Application is a website or application that can develop designs more easily and practically. VistaCreate also offers various interesting features, various templates that can be used and so on to its users.

2.1.1.8 VistaCreate Application Features

VistaCreate application is an online graphic design application that is easy to use for beginners. This application can be accessed anywhere such as mobile phones or PC. VistaCreate has various features that can make it easier for teachers to communicate with students regarding the material. VistaCreate application offers a variety of free or paid design templates with attractive designs, such as presentations, brochures, summaries, book cover designs and so on.

If we look at the VistaCreate application template, we will find various

forms of presentations that are interesting for children, VistaCreate application can also create learning presentation videos, and this application can also design others. And there are many templates available on the VistaCreate website. VistaCreate also offers features or uses that can be used in the world of education (Zahwa et al., 2022).
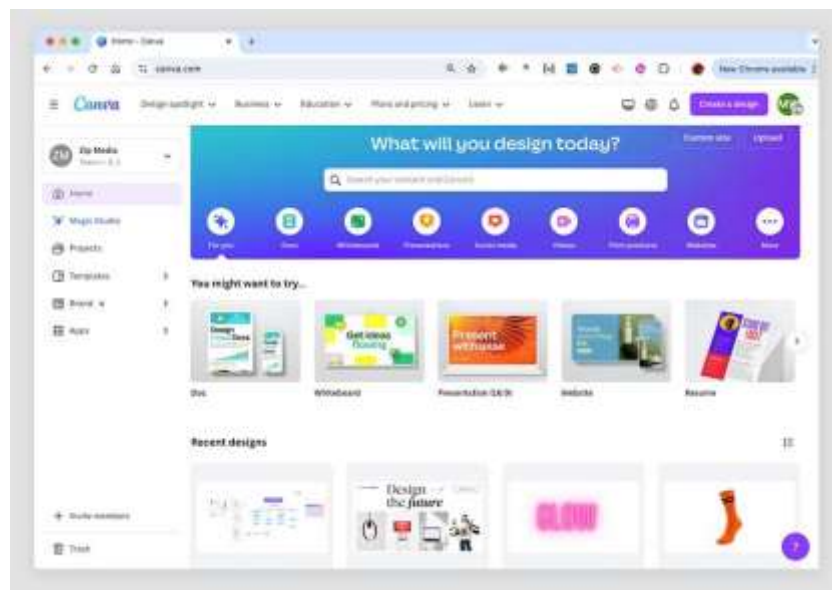
Figure 2.2 Vista Create Application Feature

VistaCreate is one of the tools that helps creativity and collaboration for various classes. VistaCreate is also one of the creativity and spirit of cooperation in the teaching and learning process that becomes easier and more interesting. The features owned by VistaCreate are as follows: a.) Pre-designed templates, this template basically offers 50 thousand+ static and animated graphic design templates with 1 million+ royalties and free advertising material assets, background remover, and brand kit functionality, while the pro package offers 1000k+ free design templates, 1 million+ photos, videos, and vectors, b.) Massive stock photo offerings, Deposit photos offer millions of premium stock images

through VistaCreate, in free and paid packages. While in other applications, to get access to photos with the same number, you must upgrade to a paid package, c.) Custom logo maker, Vistacreate offers a custom logo maker where this application can play with fonts, colors, and overall designs to create your own logo in just minutes. This feature is ideal for those who do not want to spend money on designing a logo, d.) Background eraser, With VistaCreate you can easily remove the background of an image and choose another desired background from the template. You can even leave the background transparent or change it to your own liking

Thus it can be said that the VistaCreate application has many interesting features and can help educators to create learning media. The existence of various templates in the VistaCreate application makes it easy to design and create learning media, educators can also use the templates that are already available for free or for a fee. And to overcome this, you can add interesting photos that can be uploaded by the user themselves, you can add several icons or shapes to the design that is made which can give an interesting impression to students.

2.1.1.9 Benefits of VistaCreate Application

VistaCreate provides convenience in saving teachers' time to create materials in learning media and explain learning materials. These new products of mobile technology are considered rellable by many foreign language leaners in improving their knowledge of the target language, and many of them relly solely on apps as their resource (Rosell-Aguilar, 2018). Moreover, apps are also found to be a favorite choice among adults who want to learn foreign languages

independently in their free time (Hidayati et al., 2019). The VistaCreate application also makes it easy for students to master the material given in the form of this media which displays text, video, animation, audio, graphics, images and so on. In this case, it keeps students focused on the subject because of its attractive shape and appearance. VistaCreate is also one of the applications that is still new, but has been widely used or utilized by teachers in creating materials in the learning media. This is due to the advantages of the application that is simple and very practical but has many multifunctions in learning media. Users or educators only need to change the existing template and adjust it. In addition, VistaCreate offers various graphic features, photos, videos, text, animations and others. By using this application, educators can take advantage of templates with attractive colors and various additional fonts to enhance the background of a video when displayed. Likewise, educators can use posters, resumes, infographics, spreadsheets, and more.

Based on the benefits explained above, it can be concluded that the VistaCreate application has many benefits for teachers. By using the VistaCreate application, educators will be more facilitated in terms of creating learning media and others related to teaching and learning activities. Because the VistaCreate application has various features and templates that make educators also get many benefits such as learning becomes better and more interesting, and students will also find it easier to understand the material provided.

2.1.1.10   How to Use VistaCreate Application

Generally, to be able to access VistaCreate can use a PC, laptop or smartphone. For new users can open in the application directly or use a browser on the search page, such as Google Chrome or safari, to access it. To use VistaCreate from a web browser, open on the page https://create.vista.com/home/ and users do not need to install the VistaCreate application to be able to use it directly via the internet network. Then in addition to the VistaCreate page, it can also be downloaded directly via the VistaCreate application. How to download the VistaCreate application is enough to download the VistaCreate application, it's easy enough, you only need to use a laptop or smartphone to open the VistaCreate website athttps://create.vista.com/home/ and can also be through the PlayStore application. There are various templates available that can be used to edit photos, videos, music and animations, all of which can be applied to previously created templates to create the best quality work.

The steps to use VistaCreate are as follows:

1. Register or login

    Register: Create an account on VistaCreate by going tohttps://create.vista.com/home/. Then the user does not have an account, the user needs to register, then the user can use email or social media accounts such as Google or Facebook.

    Login: If the user likes to have an account, simply log in with the credentials.
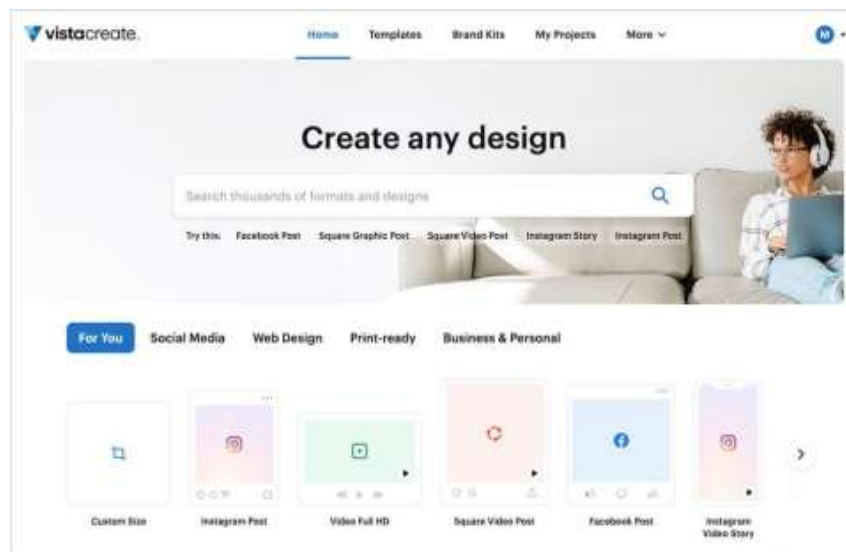
Figure 2.3 Vista Create Application Login Feature

2. Select Design Type

Once the user is logged in, the user will see various options for the types of designs that can be created, such as brochures, posters, social media posts, and more. Choose the type of design that suits the user's needs.
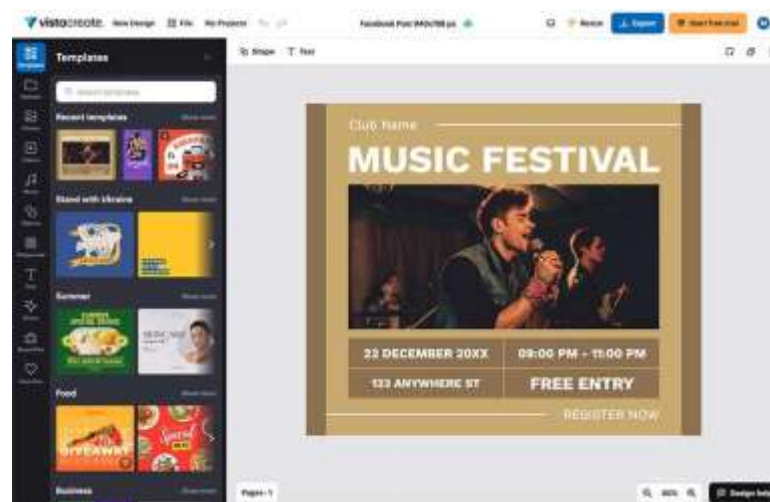
Figure 2.4 Design Type VistaCreate Application Feature

3. Select Template

     VistaCreate has a wide range of templates to choose from. These templates are designed with harmonious graphic elements, fonts, and colors. Users can choose templates by category or use the search feature to find the right design.
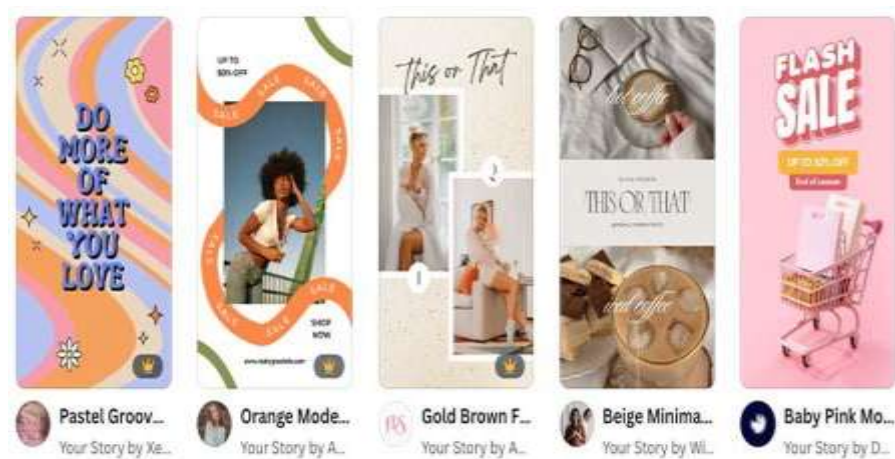
Figure 2.5 Template VistaCreate Application Feature

4. Customize Design

     Edit Text: Click on the text to edit it. Users can also change the content, font size, color and font style. Replacing Image: Click on the image you want to replace, then the user can upload their own image or choose from the image gallery provided by VistaCreate. Adding Elements: Users can add various design elements such as icons, shapes, or lines. Use the panel on the left side to search for and add new elements. Changing the color: Click on the element the user wants to change the color of, then select a new color from the color palette.

Figure 2.6 Customize Design VistaCreate Application Feature
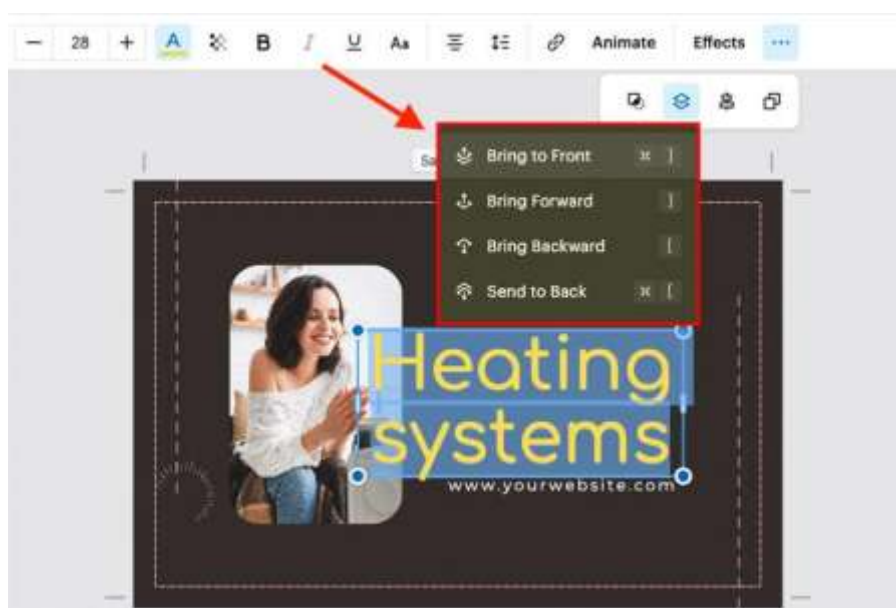
Figure 2.7 Customize Design VistaCreate Application Feature

5. Use Other Features

Animation: If users are creating designs for social media or advertising, they can add animations to make the design more attractive.

Transparent PNG to create a design with a transparent background, select the option to download with a transparent background (if available)
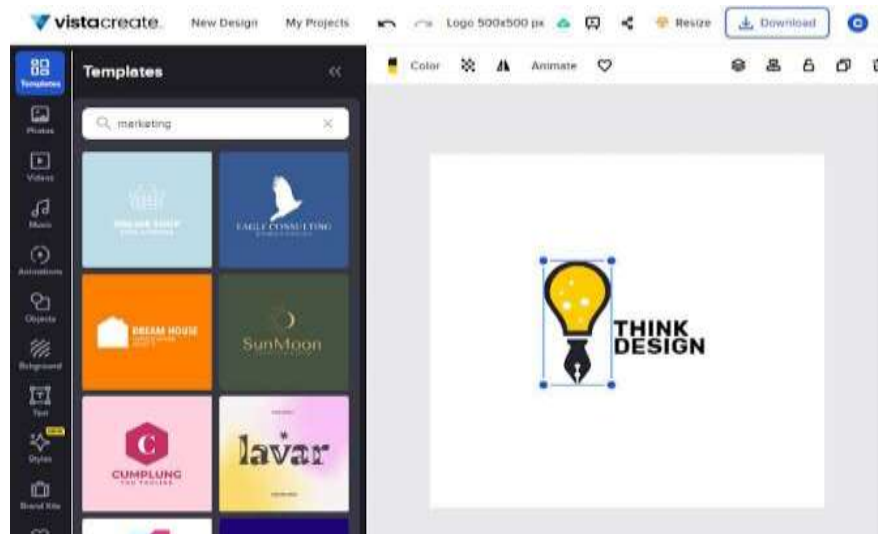
Figure 2.8 Use of Other Figure VistaCreate Application Feature

6. Save and Download

    Once you are done designing, click the "Download" button in the upper right corner.

    Select the desired file format, such as PNG, JPG, or PDF. Click "Download" and the design file will be saved on the user's device.

7. Share

    Users can also directly share designs to social media platforms or send design links to others from the app itself. Additional Tips Explore features: VistaCreate frequently adds new features, so take the time to explore the various tools and features available. Use the guides and Tutorials: VistaCreate also offers guides and tutorials to help users take advantage of all the available features.

2.1.1.11 Advantages and disadvantages of the VistaCreate Application

In the current era of digital information, it is increasingly rapid with the development of online learning media such as the use of applications for learning

media that provide more interesting features. Through the innovation and development of mobile intelligent devices and internet technology, more and more applications and services have been provided to online education, and the practical field of education has been broadened (Santoso et al., 2019).

Here are the advantages of the VistaCreate Application, namely: a.) The volume of stock images offered is 70 million images, b.) Easy to use, making it easier to create learning materials during presentations such as certificates, posters, and even videos, c.) VistaCreate allows users to access team collaboration features at a lower cost (as long as users have a small team and the maximum number of VistaCreate users in one team is 10, d.) Displays a variety of fonts, sizes, colors and images in jpeg, gif and png formats, e.) VistaCreate also offers more support channels, including a live chat feature, f.) Can be easily accessed by everyone, because it can be used on computers that can be opened such as Google Chrome, Firefox and other operating systems, or used on smartphones running Android and iOS.

Meanwhile, the disadvantages of the VistaCreate application are: a.) There is a paid feature access system and not all of them are used, b.) The VistaCreate application must be opened using the internet, c.) Tools for designing websites, charts, whiteboards and documents are not available in VistaCreate, d.) Team collaboration tools and mobile applications are much more powerful than VistaCreate.

From the information above that the advantages and disadvantages of the VistaCreate Application can be accepted according to our own wishes. As the

results of research conducted by (Wu et al., 2012) found that most of the studies on mobile learning are very effective in learning systems (Liaw et al., 2010). Boundless learning is now seen as an aspiration (Liyana et al., 2019). Therefore, this application is also very important in the world of education because educators or students can use it anywhere in psychological terms which positions that learning is not only at school but can continue for life in everyday life.

2.1.1.12 Learning Media in High School

In teaching and learning, media are needed that can improve classroom learning in order to create enjoyable learning. Learning means a change in behavior in a person, who initially did not know can become knowledgeable. Using learning media improves communication between teachers and students. To pick effective, accessible, and relevant learning media, use a model based on specific concepts and criteria. Tafonao, Saputra, & Suryaningwidi (2020) argue that using learning media facilitates students' mastery of established competencies. Learning media facilitate communication between teachers and students through numerous methods and techniques. This helps in overcoming communicative barriers that are often experienced by students in learning English. This technology has many advantages in education such as utilizing the use of learning media that can be more interesting and not monotonous like learning only using book media, which can make children more bored in the teaching and learning process.

2.2 Relevant Research

It is important for researchers to consider previous research that has been

conducted in the field when conducting an in-depth examination of a relevant topic. By conducting a thorough literature review, we can identify gaps in knowledge that require further exploration and build a strong theoretical foundation for ongoing research. This study was conducted with several connections to previous research findings, including:

Research by (Kurnia et al., 2023) in their journal entitled "Video Learning Media Based on Canva Application to Increase Student Learning Interest" This study investigates how to develop learning media that can increase video-based learning interest. The research method used is the Research and Development Method and the model used is the ADDIE Development model which consists of five stages, namely (1) Analysis; (2) Design; (3) Development; (4) Implementation and (5) Evaluation (Santoso et al., 2019). In this journal, data collection techniques are used, namely interviews, observations, questionnaires and documentation. The instruments used are product validation sheets and teacher and student response sheets. In this study, the value obtained from media experts was 84.61%, material experts 81.67%. In addition, the teacher's response showed a percentage of 84.51% and students 83.61%. This study proves that the use of video learning media based on the Canva application that has been developed can increase students' interest in learning and the results of the study show that Canva-based video learning media meets valid criteria based on research by material experts and media experts. From the results of the trial of using media in learning, students showed a high interest in learning. This can be seen from the questionnaire given to students which showed an increase compared

to before.

Research by (Wulandari & Kusuma, 2022) in their journal entitled "Effectiveness of Using the CANVA Application as a Learning Media for Science in MI/SD". This study investigates how to develop science and technology, which has an impact on various sectors of life, including in the field of education. The research method used is the Literature Review Method, namely the process of placing, obtaining, reading, and evaluating various research literature related to or related to the problem to be studied. The data described are the results of research on the effectiveness and use of the Canva application that has been carried out by previous researchers.

Research by (Nurhayati et al., 2022) in their journal entitled "Training and Mentoring for Design and Production of Learning Media Based on the Canva for Education Application for Language Teachers in Palembang City". This study investigates how the skills that need to be improved in the era of the COVID-19 pandemic are the ability to utilize technology to disseminate information and communication. In disseminating information, one of them is design media, namely the Canva application which is a graphic design application. The method used in this study is to use the face-to-face method. This study investigated how teachers understand the Canva for education application. This can be seen from the average score of the initial test and the final test. The average score of the initial test was 63.33 while the average score of the final test was 90.8. Therefore, this study can show that teachers can use this Canva application as a more interesting learning medium.

Research by (Sartika et al., 2022) In his journal entitled "Learning English WritingUsing Sentence Combining Strategy with Canva Application". This study examines how effective the sentence combining strategy is in learning students' English writing. This study uses a quantitative approach by using an experimental research design with a pre-experimental research design. In one group pre-experiment pretest posttest design was applied. To determine the research sample, cluster random sampling was used.

Next, research by (Akanfani et al., 2024) in his journal entitled "Improving Writing Skills of Class XB Students of SMA Negeri 5 Kupang Through the Development of Canva-Based Interactive Teaching Materials". This study aims to improve the writing skills of class X students of SMA Negeri 5 Kupang by using Canva-based interactive teaching materials. This research is a Class Action Research (PTK) involving 36 students of SMA Negeri 5 Kupang class XB in the academic year 2023/2024. The tools used in this study were observation, interviews, and tests, all of which were analyzed using descriptive statistics.

2.3 Conceptual Framework

This conceptual framework aims to provide clear guidance in analyzing the relationships between the variables we study and gaining a deeper understanding of the observed phenomena.

The purpose of this study was to explore the perspectives of students in the classroom regarding the usefulness and ease of learning media that use VistaCreate applications and advanced technology to improve the quality of their writing. At this stage, it was collected the main information about students' abilty

in writing narrative text and VistaCreate learning that were delivered to eleventh grade students at SMA Dharmawangsa Medan by giving a writing test before applying the treatment. The stages are Pre-test, Treatment and Post-test.

In the next stages, the researcher it was applied the test to analysis the students' ability in writing narrative text. That is teaching writing to students' by using VistaCreate application that applies the repitition media.

At the discovery stage, researchers will determine the analysis of VistaCreate in learning writing ability to student. Maybe the pre-test, treatment, posttest can show results. Whether the analysis the student abilities in writing narrative to effect or not

It is important to understand English language leaners' perspectives on these technologies as they are the users of writing services. This study aims to capitalize on learning through advanced technology while shedding light on students' perspectives and experiences using this VistaCreate application.

The conceptual framework of this study will be designed as the following diagram:
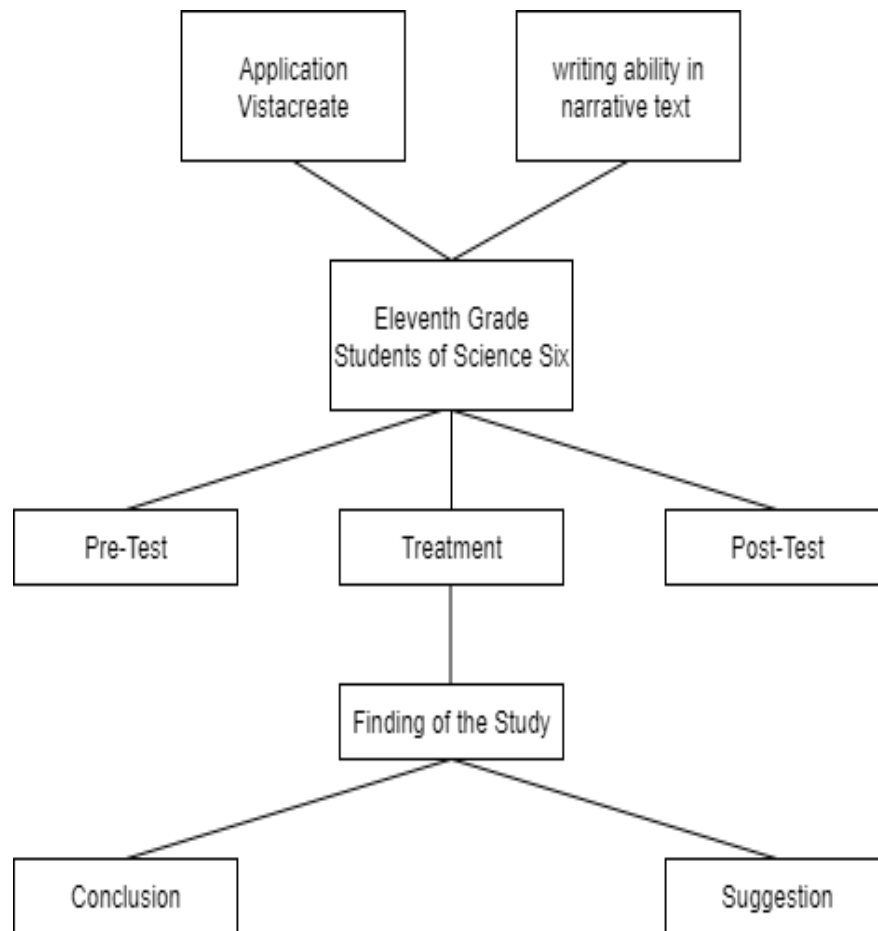
Figure 2.9 Conceptual Framework

CHAPTER III

RESEARCH AND METHODOLOGY

3.1 Research Design

This research uses a descriptive quantitative approach. Quantitative descriptive research describes, examines, and explains something being studied as it is, and draws conclusions from observable phenomena using numbers. Quantitative descriptive research is research that only describes the content of a variable in the study and is not intended to test a specific hypothesis. Therefore, it can be understood that quantitative descriptive research describes, examines, and explains a phenomenon using data (numbers) as it is without the intention of testing a specific hypothesis (Sulistyawati, W., Wahyudi & Trimuryono, 2022).

3.2 Location of the Study

This research was conducted at Dharmawangsa High School, located at Jalan KL. Yos Sudarso No. 224, Glugur Kota Village, West Medan District, Medan City, North Sumatra Province. This location was chosen because Dharmawangsa High School uses the VistaCreate application in creating its learning media.

3.3 Population and Sample

1) Research Population

The population in this study were 245 students of grade XI of Dharmawangsa Senior High School located at Jalan KL. Yos Sudarso No. 224, Glugur Kota Village, West Medan District, Medan City, North

Sumatra Province in the 2024/2025 academic year, in 7 parallel classes (XI MIPA-1 to XI MIPA-7).

Table 3.1. Research Population

No	Class	Population
1	XI MIPA-1	35
2	XI MIPA-2	35
3	XI MIPA-3	35
4	XI MIPA-4	35
5	XI MIPA-5	35
6	XI MIPA-6	35
7	XI MIPA-7	35
Total		**245**

2) Research Sample

The sample in this study was class XI MIPA-6, consisting of 35 students. The students were selected as the experimental group, as shown below.

Table 3.2. Research Sample

No	Class	Sample
	XI MIPA-6	35
Total		**35**

3.4 Variables and Operational Definitions

In this study, there are two variables that will be measured, namely:

Table 3.3. Variables and Operational Definitions

Variables	Operational Definition
Independent Variable (X): Using the VistaCreate application as a writing learning medium.	The application's implementation was measured through a pre-test conducted before the treatment, in which students were asked to design a congratulatory poster using the VistaCreate application. This pre-test evaluated students' basic writing and operating skills in the VistaCreate application.
Dependent Variable (Y): Students' writing ability.	Students' writing abilities were measured through a post-test, where students were asked to write about congratulations to those closest to them.

3.5 Research Instrument

To collect data, the author used two instruments, a Pretest, posttest and Questionnaire to assess the use of the VistaCreate application as a writing learning medium and students' writing skills.

1. Pretest

    A pretest is a test given before a treatment or intervention. The purpose of a pretest is to measure students' initial abilities or baseline conditions before the treatment.

2. Post-test

A post-test is a test given after a treatment or intervention. The purpose of a post-test is to measure students' abilities after the treatment and to determine whether there has been any change or improvement.

In this pretest and posttest, a 4-point answer assessment was used, namely:

Table 3.4. Posttest and Pretest Assessment

No	Evaluation	Score
1	Structure	1-10
2	Vocabulary	1-10
3	Grammar	1-10
4	Text Cohesion	1-10

3. Questionnaire

A simple questionnaire was administered to 35 grade XI MIPA-6 students to determine the obstacles they experienced in using the VistaCreate application as a writing learning tool. The questionnaire consisted of structured questions with yes/no answers. Data were analyzed quantitatively and descriptively using frequencies and percentages.

Here are the Questions:

1) Did you experience an unstable internet connection when using VistaCreate?

2) Did you have difficulty understanding the features in the VistaCreate application?

3) Did you encounter any feature limitations in the free version of VistaCreate?

4) Did you experience any issues due to low-spec devices when using VistaCreate?

5) Did you experience any issues when using VistaCreate?

3.6 Technique of Data Analysis

This study applies a descriptive quantitative data analysis method to evaluate student scores. This descriptive analysis process includes calculating the average student score and the proportion of students who obtained a certain score. The average student score is calculated using the formula Mean = Σx / N, where Σx indicates the total score obtained by students and N is the total number of students (Nana Sudjana, 2019). In addition, the percentage of students who achieved a certain score is calculated using the formula P = (R/T) x 100%, where R is the number of students who obtained that score and T is the total number of students. By applying this descriptive analysis, this study can provide deeper insights into student capabilities and the effectiveness of the applied teaching methods.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Barriers to Using VistaCreate Application as a Learning Medium for Students' Writing Ability"

Based on the research results, students experienced several obstacles in using the VistaCreate application as a writing learning tool. Data were obtained through a simple questionnaire administered to 35 students in grade XI MIPA-6. This questionnaire contained structured questions regarding obstacles in using VistaCreate. Data analysis was conducted quantitatively and descriptively using frequency and percentage calculations.

Tabel 4.1. student obstacle questionnaire

No	Type of obstacle	students	Percentage
1	Unstable internet connection	6	17,14%
2	Difficulty understanding application features	9	25,14%
3	Feature limitations in the free version	7	20,00%
4	Low spec device issues	5	14,29%
5	Didn't experience any obstacles	8	22,86%
	Amount	35	100%

Based on the table, the most common obstacle experienced by students was difficulty understanding the application's features (25.14%), followed by limitations of the free version (20.00%), and internet connection problems (17.14%). Another obstacle was the limitation of low-spec devices (14.29%).

However, 22.86% of students stated they did not experience any significant obstacles. This indicates that while VistaCreate is quite helpful in learning to write, there are still technical factors and application understanding that need to be considered.

4.2. The Utilization of VistaCreate Application as a Learning Medium for Students' Writing Ability"

To determine the effectiveness of VistaCreate in improving students' writing skills, researchers used a pre-test and post-test as instruments. The pre-test was administered before learning with VistaCreate, while the post-test was administered after students completed writing assignments using the application. Assessments used a rubric covering aspects of content, organization, vocabulary, grammar, and mechanics.

Data were analyzed using descriptive quantitative methods by calculating the average (mean) and percentage of learning completion. This analysis did not use hypothesis testing, as this study aimed solely to describe learning outcomes descriptively.

A. Pretest

Based on the results of a pre-test conducted using the VistaCreate application, students were asked to design a poster congratulating friends or family. The following is an analysis of the students' score.

Table 4.2. Pretest Score Results Using the VistaCreate Application

No	STUDENTS	Assessment Aspects				
		S	KK	GM	KT	Total
1	Ocah Radillah	7	6	8	6	7
2	Najla Nabila	8	9	8	7	8
3	Karisha Naya	5	7	6	7	6
4	Salwa Halifiyah	9	8	7	8	8
5	Andira Zafira	7	6	6	7	7
6	Vira Zelita	8	8	8	8	8
7	Zuhaira Halwa	7	5	7	7	7
8	Sindi Adila	8	4	5	6	7
9	Naufal	5	7	8	8	7
10	Mhd Fahriza	7	6	6	7	7
11	Nafidzah	9	8	10	9	9
12	Annisa Fathun	8	5	7	7	7
13	Fitrah Arriza	6	4	7	6	6
14	Khaliishah	6	6	8	7	7
15	Nabil Ahnaf	9	7	8	9	8
16	Cerasetya	10	9	7	8	9
17	Falih Sahlan	10	8	9	8	9
18	Zahra Dwi	5	5	6	7	6
19	Deun Arrasih	8	7	6	7	7
20	M. Rangga S	8	8	9	9	9
21	Risky Annisa	9	8	7	6	8
22	Desta Putra	9	9	8	10	9
23	M.AZ Zumar Alif	7	5	6	6	6
24	Aisah	6	7	8	8	7
25	Arya Shatia	10	10	9	8	9
26	Salsabila	6	6	7	7	7
27	Haekal M	5	4	6	5	7
28	Sekar Putri	9	8	8	6	8
29	Nazwa Faichirah	6	7	7	6	7
30	Rendy Naswan	8	9	8	7	8
31	aidiansyah	8	7	6	6	7
32	Afriza	7	5	7	8	7
33	Melvy Triani	6	7	8	5	7
34	Almira Nzwa	7	6	7	8	7
35	Putri	8	9	9	7	8
Total.						262

a. A

v

Average value

Me = 262 / 35

= 7.49

b. Percentage

Table 4.3. Percentage Use of the VistaCreate Application

No	Students	Assessment Aspects	
		F	%
1	Ocah Radillah	7	57.14
2	Najla Nabila	8	22.86
3	Karisha Naya	6	11.43
4	Salwa Halifiyah	8	22.86
5	Andira Zafira	7	57.14
6	Vira Zelita	8	22.86
7	Zuhaira Halwa	7	57.14
8	Sindi Adila	7	57.14
9	Naufal	7	57.14
10	Mhd Fahriza	7	57.14
11	Nafidzah	9	17.14
12	Annisa Fathun	7	57.14
13	Fitrah Arriza	6	11.43
14	Khaliishah	7	57.14
15	Nabil Ahnaf	8	22.86
16	Cerasetya	9	17.14
17	Falih Sahlan	9	17.14
18	Zahra Dwi	6	11.43
19	Deun Arrasih	7	57.14
20	M. Rangga S	9	17.14
21	Risky Annisa	8	22.86
22	Desta Putra	9	17.14

23	M.AZ Zumar Alif	6	11.43
24	Aisah	7	57.14
25	Arya Shatia	9	17.14
26	Salsabila	7	57.14
27	Haekal M	7	57.14
28	Sekar Putri	8	22.86
29	Nazwa Faichirah	7	57.14
30	Rendy Naswan	8	22.86
31	aidiansyah	7	57.14
32	Afriza	7	57.14
33	Melvy Triani	7	57.14
34	Almira Nzwa	7	57.14
35	Putri	8	22.86
Total.			74.86

B. Post-test

Based on the post-test results, students were asked to write a congratulatory message to a friend or family member. The following is an analysis of the students' scores

Table 4.4 Post-test Score Results Students' Writing Ability

No	STUDENTS	Assessment Aspects				
		S	KK	GM	KT	Total
1	Ocah Radillah	8	7	8	6	7
2	Najla Nabila	9	8	7	7	8
3	Karisha Naya	7	6	8	6	7
4	Salwa Halifiyah	8	7	7	7	7
5	Andira Zafira	7	6	7	7	7
6	Vira Zelita	8	9	7	7	8
7	Zuhaira Halwa	9	6	8	8	8
8	Sindi Adila	7	5	6	7	6
9	Naufal	6	7	9	8	8

10	Mhd Fahriza	5	6	7	8	7
11	Nafidzah	9	7	9	8	8
12	Annisa Fathun	9	8	10	7	9
13	Fitrah Arriza	7	6	7	9	7
14	Khaliishah	7	5	6	8	7
15	Nabil Ahnaf	8	6	7	5	7
16	Cerasetya	9	8	8	7	8
17	Falih Sahlan	8	7	8	6	7
18	Zahra Dwi	7	8	9	7	8
19	Deun Arrasih	8	9	8	5	8
20	M. Rangga S	6	5	7	8	7
21	Risky Annisa	10	8	9	7	9
22	Desta Putra	6	7	8	10	8
23	M.AZ Zumar Alif	7	8	5	8	7
24	Aisah	8	7	6	7	7
25	Arya Shatia	9	10	7	9	9
26	Salsabila	10	8	7	9	9
27	Haekal M	6	6	8	7	7
28	Sekar Putri	5	7	7	8	7
29	Nazwa Faichirah	8	9	7	6	8
30	Rendy Naswan	6	8	7	8	7
31	aidiansyah	6	7	8	9	8
32	Afriza	8	9	6	7	8
33	Melvy Triani	7	8	8	9	8
34	Almira Nzwa	9	7	6	8	8
35	Putri	8	9	8	7	8
Total.						262

a. Average value

Mean = Σx / N

Me   = 262 / 3

     = 7.49

b. Percentage

**Table 4.5. Posttest Percentag Students'
Writing Ability**

No	STUDENTS	Assessment Aspects	
		F	%
1	Ocah Radillah	7	57.14
2	Najla Nabila	8	22.86
3	Karisha Naya	7	57.14
4	Salwa Halifiyah	7	57.14
5	Andira Zafira	7	57.14
6	Vira Zelita	8	22.86
7	Zuhaira Halwa	8	22.86
8	Sindi Adila	6	11.43
9	Naufal	8	22.86
10	Mhd Fahriza	7	57.14
11	Nafidzah	8	22.86
12	Annisa Fathun	9	17.14
13	Fitrah Arriza	7	57.14
14	Khaliishah	7	57.14
15	Nabil Ahnaf	7	57.14
16	Cerasetya	8	22.86
17	Falih Sahlan	7	57.14
18	Zahra Dwi	8	22.86
19	Deun Arrasih	8	22.86
20	M. Rangga S	7	57.14

21	Risky Annisa	9	17.14
22	Desta Putra	8	22.86
23	M.AZ Zumar Alif	7	57.14
24	Aisah	7	57.14
25	Arya Shatia	9	17.14
26	Salsabila	9	17.14
27	Haekal M	7	57.14
28	Sekar Putri	7	57.14
29	Nazwa Faichirah	8	22.86
30	Rendy Naswan	7	57.14
31	aidiansyah	8	22.86
32	Afriza	8	22.86
33	Melvy Triani	8	22.86
34	Almira Nzwa	8	22.86
35	Putri	8	22.86
Total.			74.86

4.2 Discussion

The utilization of the VistaCreate application as a learning medium for writing is not without its challenges. These obstacles include technical issues, such as unstable internet connections, which highly depend on the stability of the network infrastructure. Some students experienced difficulties in accessing the application due to slow internet connections, leading to technical disruptions and delays in completing tasks. Additionally, the low understanding of students regarding the use of features in VistaCreate is another obstacle, reflecting the varied level of technological literacy among students. A gradual mentoring approach is needed to improve mastery of the application. Furthermore, the limited features in the free version of VistaCreate reduce the flexibility and creativity of students in creating more attractive designs. Hardware limitations, such as devices with low specifications, also hinder the smooth running of

technology-based learning activities.

Despite these technical obstacles, the VistaCreate application still provides significant benefits in learning, particularly in improving students' writing skills. The average student score was 7.49 with a percentage of 74.86% in both pretest and posttest stages, showing that students have basic skills in operating VistaCreate and are able to compose systematic and communicative writing. VistaCreate serves as a visual learning medium that encourages students to think creatively and convey their ideas in a more attractive form. Through features such as templates, design elements, colors, and layouts, students can compose visual concepts that are in line with the content of their writing.

The use of VistaCreate also supports contextual writing learning, requiring students to think critically in selecting designs that match the text content, arranging information visually, and conveying messages with effective language styles. This process not only improves technical skills in using the application but also strengthens students' written communication skills. To continue developing these benefits, ongoing support from schools is needed, such as providing adequate digital facilities, training for teachers and students, and integrating digital media into broader learning planning. By doing so, VistaCreate can be optimized as a learning medium that facilitates the improvement of students' writing skills in a creative, visual, and structured way.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After investigating research in the form of the VistaCreate Application, researchers concluded that effective and enjoyable learning is collaborative and student-centered (Boholano, 2017). Collaborative learning here means combining writing learning methods with learning media such as the VistaCreate Application.

Based on the research results, the representation of writing and the use of the learning media application show their respective advantages and disadvantages in the use of learning. Related to the use of information and communication technology (ICT) in the world of education, has resulted in the increasingly fused dimension of "space and time" which has been a determining factor for the speed and success of human mastery of scince and technology, (Nana Sudjana, 2019) Of course, what can be known is that in the world of education The advantages of the writing learning method by combining learning media through the VistaCreate Application, for example, can develop critical thinking and creativity, therefore combining the writing method in using the VistaCreate Application media has an important element, which has the number of occurrences of information value and importance in terms of improving learning (Dahnial & Rahmat, 2021).

Regarding this, the shortcomings in combining writing and using applications are the lack of motivation and anxiety in writing with the difficulty of accessing this application in terms of limited computer/laptop media which certainly uses a signal for those in rural areas.

Using the VistaCreate application with the writing method has its own advantages and disadvantages. However, based on the findings of this study, using the VistaCreate application can facilitate student and teacher understanding of the lesson. In this chapter, the researcher concludes that after collecting and analyzing

the data, there are still many students who lack understanding in writing and lack facilities for using learning applications through websites. From this analysisi, the researcher found that the use of VistaCreate application has a stronng correlation with students' writing abilities. The analyzed data showed that average score of students on the pretest for the use of the VistaCreate application was 7.49% with percentage of 74.86%, and a similar analysis was observed in the posttest data on students' writing skills. This indicates that the use of the VistaCreate application has significant impact on students' writing skills. Therefore, in terms of learning, this application is very effective for use among students and can support student learning, making it more engaging.

5.2 Suggestion

Regarding the findings of this study by collaborating between writing methods and the use of the VistaCreate Application, the researcher provides the following suggestions:

a. So that the Indonesian Ministry of Education and Culture is more selective in providing students' needs in the use of more sophisticated technology and adequate internet access.

b. For the researchers, this study provides new insights into the importance of learning media in the teaching and learning process and the use of the VistaCreate application.

c. For educators, the addition of a variety of media in learning that can be used when teaching in class.

d. For students, with this learning media, students can be learn in the classroom in a more enjoyable and less boring atmhosphere and can increase their knowledge in utilizing learning media.

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Appendix 1. K-1

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Sarah
NPM	: 2002050015
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 133 SKS

IPK = 3,64

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Use of VistaCreate Application as Media to Boost High School Students	
	Semiotic Analysis of Speech in Presidential Candidate Anies Rasyid Baswedan Debate 2024	
	The Use of HollaWorld Application as a Tourism Communication Media	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 29 April 2024
Hormat Pemohon,

Sarah

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix 2. K-2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	: Sarah
NPM	: 2002050015
Prog. Studi	: Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Use of VistaCreate Application as Media to Boost High School Students

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Rakhmad Wahyudin Sagala, S.Pd., M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 29 April 2024
Hormat Pemohon,

Sarah

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 3. K-3

Nomor   : 1430 /II.3/UMSU-02/F/2024
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
                Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Sarah
N P M   : 2002050015
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Use of Vista Create Application as Media to Bosst High School
                    Students.

Pembimbing   : Dr. Rakhmad Wahyuddin Sagala., M. Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

    1.Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
    2.Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak
      selesai pada waktu yang telah ditentukan.
    3.Masa kadaluwarsa tanggal : 24 Juni 2025

Medan   17 Dzulhijjah 1445 H
        24 Juni   2024 M

Wassalam
Dekan

Dra, Hj. Syamsuyurnita,MPd.
NIDN : 0004066301

Dibuat rangkap 5 (lima) :
1.Fakultas (Dekan)
2.Ketua Program Studi
3.Pembimbing Materi dan Teknis
4.Pembimbing Riset
5.Mahasiswa yang bersangkutan :
    WAJIBMENGIKUTISEMINAR

Appendix 4. Berita Acara Bimbingan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ
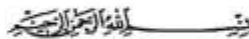
BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Sarah
NPM : 2002050015
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Analysis of Vista Create as Learning Media to Boost Writing Ability of High School Students.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
30/04/2024	Acc Judul Skripsi: Formulating the first step → Chapter I, Chapter II, Chapter III	
06/08/2024	→ Chapter 1: Designing the research questions.	
19/08/2024	→ Chapter II: Literature review. 1) Vista create 2) Learning Media 3) Writing	
24/09/2024	Revision litature review, comparing relevant studies.	
04/10/2024	Organizing conceptual framework.	
15/10/2024	Formulating Data collection, Revision,	
21/11/2024	Final check. Acc for Seminar Proposal	

Medan, 31 Agustus 2025

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum.)

(Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum.)

Appendix 5. Berita Acara Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jumat Tanggal 07 Bulan Februari Tahun 2025 diselenggarakan seminar prodi
Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Sarah
N.P.M : 2002050015
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Use of Vista Create Application as Media to Boost High School Students

No	Masukan dan Saran
Title	In the title section, the use of to boost is added to determine where to go
Introduction	How did you find the subject matter of your research
Research Methodology	Explain further the core of the problem and add references
Result and Discussion	Explain more clearly your result including data and how you found the results.
Conclusion	
Title	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 6. Lembar Pengesahan Hasil Seminar Proposal

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Sarah

N.P.M   : 2002050015

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Use of Vista Create Application as Media to Boost High School Students

Pada hari Jumat, tanggal 07 bulan Februari, tahun 2025 sudah layak menjadi proposal skripsi.

Medan,   Februari 2025

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

(Dr. Pirman Ginting, S.Pd., M.Hum.)   (Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum.)

Diketahui oleh
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Appendix 7. Surat Keterangan

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	: Sarah
N.P.M	: 2002050015
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Use of Vista Create Application as Media to Boost High School Students

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 07, Bulan Februari, Tahun 2025

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Februari 2025

Ketua,

Dr. Pirman Ginting, S.Pd., M.Hum.

Appendix 8. Surat Permohonan Perubahan Judul Skripsi

Kepada: Yth. Bapak Ketua/Skretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Sarah
NPM : 2002050015
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Use of VistaCreate Application as Media to Boost High School Students

Menjadi:

The Analysis of VistaCreate as Learning Media to Boost Writing Ability of High School Students

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, April 2025

Ketua Program Studi
Pendidikan Bahasa Inggris

Hormat Pemohon

Dr. Pirman Ginting, S.Pd., M.Hum

Sarah

Diketahui Oleh :

Dosen Pembahas

Dosen Pembimbing

Dr. Pirman Ginting, S.Pd., M.Hum

Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum.

Appendix 9. Berita Acara Bimbingan Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Sarah
NPM	: 2002050015
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Analysis of Vista Create as Learning Media to Boost Writing Ability of High School Students

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
05/05/2025	Fixing Error in text citation see all chapters	
19/09/2025	Rewrite the conceptual Framework. It must elaborate with theoretical principle.	
24/07/2025	Data Analysis. → data represent to the Research questions	
11/08/2025	Chapter IV → participant where ole encode. → Tables (T.IV) move to Api	
21/08/2025	Revision Chapter IV → fix intext citation. → see references.	
29/08/2025	Revision Chapter IV → Discussion following the RQ.	
01/09/2025	Final check. Att ????? Viva Exam.	

Diketahui oleh:	Medan, 31 Agustus 2025
Ketua Prodi	Dosen Pembimbing
Dr. Pirman Ginting, S.Pd., M.Hum	Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum

Appendix 10. Surat Izin Riset

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT.Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

https://fkip.umsu.ac.id   fkip@umsu.ac.id   umsumedan   umsumedan   umsumedan   umsumedan

Nomor	: 869/II.3-AU/UMSU-02/F/2025	Medan, 27 Syawal	1446 H
Lamp	: ---	26 April	2025 M
H a l	: **Permohonan Izin Riset**		

Kepada Yth, Bapak Kepala Sekolah
SMA Dharmawangsa Medan
di
Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	**Sarah**
N P M	:	2002050015
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Analysis of Vista Create as Learning Media to Boost Writing Ability of High School Students.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alaikum

Dekan

Dra. Hj.Syamsuyurnita, M.Pd.
NIDN.0004066701

Pertinggal

Appendix 11. Surat Balasan Riset

SURAT KETERANGAN
Nomor : 400.3.11.1/124/SMAS-DW/IX/2025

Kepala SMA Swasta Dharmawangsa Medan, dengan ini menerangkan bahwa yang tersebut namanya di bawah ini :

Nama	: Sarah
NPM	: 2002050015
Program Studi	: Pendidikan Bahasa Inggris

adalah benar nama tersebut di atas telah melaksanakan Penelitian di SMA Swasta Dharmawangsa Medan, pada tanggal 07 Mei s/d 08 Juni 2025 dengan Judul " *The Analysis of Vista Create as Learning Media to Boost Writing Ability of High School Students* " .

Demikian surat keterangan Penelitian ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 01 September 2025
Kepala Sekolah

Anum Herawati Harahap, S.Pd, MH

SCORE RESULTS
USE OF THE VISTACREATE APPLICATION

No	STUDENTS	S	KK	GM	KT	Total
1	Ocah Radillah	7	6	8	6	27
2	Najla Nabila	8	9	8	7	32
3	Karisha Naya	5	7	6	7	25
4	Salwa Halifiyah	9	8	7	8	32
5	Andira Zafira	7	6	6	7	26
6	Vira Zelita	8	8	8	8	32
7	Zuhaira Halwa	7	5	7	7	26
8	Sindi Adila	8	4	5	6	26
9	Naufal	5	7	8	8	28
10	Mhd Fahriza	7	6	6	7	26
11	Nafidzah	9	8	10	9	36
12	Annisa Fathun	8	5	7	7	26
13	Fitrah Arriza	6	4	7	6	23
14	Khaliishah	6	6	8	7	27
15	Nabil Ahnaf	9	7	8	9	33
16	Cerasetya	10	9	7	8	34
17	Falih Sahlan	10	8	9	8	35
18	Zahra Dwi	5	5	6	7	23
19	Deun Arrasih	8	7	6	7	28
20	M. Rangga S	8	8	9	9	34
21	Risky Annisa	9	8	7	6	30
22	Desta Putra	9	9	8	10	36
23	M.AZ Zumar Alif	7	5	6	6	24
24	Aisah	6	7	8	8	29
25	Arya Shatia	10	10	9	8	37
26	Salsabila	6	6	7	7	26
27	Haekal M	5	4	6	5	26
28	Sekar Putri	9	8	8	6	31
29	Nazwa Faichirah	6	7	7	6	26
30	Rendy Naswan	8	9	8	7	32
31	aidiansyah	8	7	6	6	27
32	Afriza	7	5	7	8	27
33	Melvy Triani	6	7	8	5	26
34	Almira Nzwa	7	6	7	8	28
35	Putri	8	9	9	7	33

Appendix 4. Pos-Test Instructions

INSTRUCTIONS FOR WORKING ON THE POST-TEST
STUDENTS' WRITING ABILITY

Student Identity :

Student Name   :

Class   :

Work Instructions :

1. Students are asked to write on paper about congratulations to people closest

2. Writing must be original and reflect the student's writing ability.

3. After completing the post-test, the post-test results will be assessed with four
   assessment points.

Student Assessment Table

No	Evaluation	Score
1	Structure	1-10
2	Vocabulary	1-10
3	Grammar	1-10
4	Text Cohesion	1-10

Appendix 5. Score Pos-Test

SCORE RESULTS
STUDENTS' WRITING ABILITY

No	STUDENTS	S	KK	GM	KT	Total
1	Ocah Radillah	8	7	8	6	29
2	Najla Nabila	9	8	7	7	31
3	Karisha Naya	7	6	8	6	27
4	Salwa Halifiyah	8	7	7	7	29
5	Andira Zafira	7	6	7	7	27
6	Vira Zelita	8	9	7	7	31
7	Zuhaira Halwa	9	6	8	8	31
8	Sindi Adila	7	5	6	7	25
9	Naufal	6	7	9	8	30
10	Mhd Fahriza	5	6	7	8	26
11	Nafidzah	9	7	9	8	33
12	Annisa Fathun	9	8	10	7	34
13	Fitrah Arriza	7	6	7	9	29
14	Khaliishah	7	5	6	8	26
15	Nabil Ahnaf	8	6	7	5	26
16	Cerasetya	9	8	8	7	32
17	Falih Sahlan	8	7	8	6	29
18	Zahra Dwi	7	8	9	7	31
19	Deun Arrasih	8	9	8	5	30
20	M. Rangga S	6	5	7	8	26
21	Risky Annisa	10	8	9	7	34
22	Desta Putra	6	7	8	10	31
23	M.AZ Zumar Alif	7	8	5	8	28
24	Aisah	8	7	6	7	28
25	Arya Shatia	9	10	7	9	35
26	Salsabila	10	8	7	9	34
27	Haekal M	6	6	8	7	27
28	Sekar Putri	5	7	7	8	27
29	Nazwa Faichirah	8	9	7	6	30
30	Rendy Naswan	6	8	7	8	29
31	aidiansyah	6	7	8	9	30
32	Afriza	8	9	6	7	30
33	Melvy Triani	7	8	8	9	32
34	Almira Nzwa	9	7	6	8	30
35	Putri	8	9	8	7	32

Appendix 6. Documentation

Introduction the VistaCreate Application	**Teaching how to use the VistaCreate Application**	**Give instruction for personal letter**
Continue with the personal letter material	**Give writing questions on personal letter material**	**Collecting assignments**
Asking students about personal letter material and the use of the VistaCreate application	**Taking a photo together**	**Documentation explaining using the material personal letter**

Enjoy You'r Party

PERSONAL LETTER

birthday! May this day be an unforgettable for you. I feel lucky to have you in my life. God always give you happiness and love. I e you enjoy your special day

HAPPY BIRTHDAY mama

43 th

May you be given health and long life

BIRTHDAY

CONGRATULATI ONS

dear aldi,

LOVE LETTER

Dear kela

im really grateful to have friend like you kamu tu selalu menemani kuu setiappp saaatt dan im lucky to have you really. aku serenga tgt punya temen kaya kamu yang sefrekuensi, saling membantu, saling mendengarkan dan jg cerita, dan aku kebalikannya jg i have to protect you as my beloved friend. I swear im very lucky to have you, you are so precious in my life. maybe if i lost you ill cry, kamu itu the only friend in my whole life i never got friend like you.

♥ from aya

LOVE LETTER

Mr. D ♥

You're the perfect chemistry for me— You're special in ways I can't fully describe—a catalyst for my happiness and the element I never knew was missing from my life. With you, my heart reacts in the most beautiful way. I love you more than words can express.

from Sagis

Congratulatory Letter

ngratulations on your new hom y you and your family be happy s beautiful new home, because home will be a memory for your ily. And you should also take g e of your home as you take care your family.

Happy Birthday Letter