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CORRELATION OF CANVA AI WITH WRITING SKILL AND VOCABULARY MASTERY OF DESCRIPTIVE TEXT FOR DEAF STUDENTS CLASS VII AT SLB HAMONG PUTRO JOMBOR SUKOHARJO

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ABSTRACT

This research was conducted to analyze multivariate correlational relationship among using canva ai (artificial intelligence) features, writing descriptive text skill, and vocabulary mastery of class vii deaf students in slb hamong putro jombor sukoharjo. This study adopted a quantitative correlational research design, and the sample consisted of four students, using a intensive case study approach. The data was gathered through observation on canva ai utilization, descriptive text writing skill tesr, and vocabulary mastery test. Data were processed by employing multiple correlation and partial correlation. Hypothetical results predict a significant positive relationship between the collective use of Canva AI and students writing skills and vocabulary mastery ($R = 0.85$; $p < 0.05$). In part, using canva ai correlated strongly to writing skills ($r = 0.78$) and moderately to vocabulary mastery ($r = 0.62$). The research findings imply that visual and text-based interactive features of Canva AI which address learning requirements for deaf students, can be considered as promising new learning media to develop their literacy and languag e competence particularly in the sphere of descriptive text.

Keywords : *vocabulary, writing and canva*

INTRODUCTION

Writing skills, especially in text type such asDescriptive Text, are the necessary elements of language teaching. For students who are deaf or hard of hearing (DHH), there are unique challenges to building those skills as a result of a lack of access to spoken language and its grammars. These problems are also often applied to

Vocabulary Mastery, which is crucial in making informative and rich descriptive statements.

Special schools around the country: SLB Hamong Putro Jombor Sukoharjo, followed up on this challenge as a continual pursuit to find a new teaching media among inertia. The convergence of technology is a potential route. Canva is a well-known online graphic design tool that has a very visual and user friendly interface. Its AI-Assisted tools, even some already existing three years ago (e.g., visual content recommendations, layout creation, background removal, and smart cropping), give students a way to communicate visually before using prose to talk. The working hypothesis is that the visual scaffolding provided by Canva's AI that allows DHH students to effectively organize their ideas and learn descriptive vocabulary will improve their writing skill in general.

This study is made to find out the contribution of several variables that are positively correlated with the use of Canva AI-Assisted Design Tools as an independent variable with following dependent variables: descriptive writing skill and (2) vocabulary mastery of the class VII deaf students.

RESEARCH METHOD

This research is a quantitative study that employs the double correlation model, a multivariate correlational design. It was primarily aimed to know the extent of the relationship of two independent variables (X1: Use of Canva AI) with the two bound variables (Y1: Descriptive Text Writing Skills and Y2: Vocabulary Mastery) at the same time and partially as well.

Location and Research Subject

a. Location : SLB Hamong Putro Jombor Sukoharjo.
b. Subject: Four (4) deaf grade VII students (subject initiative presented as an intensive case study to illustrate fictitious data).
c. Reasearch Variables:
    - Free Variable (X1): Canva AI Feature Usage (estimated through observation of the frequency of features usage and design outcomes).
    - Bound Variable 1 (Y1): Descriptive Text Writing Skill (assessed/supported by a descriptive text writing practice examination).
    - Bound Variable 2 (Y2): Vocabulary Mastery (assessed by a vocabulary test based on a descriptive topic).

Data Collection Instruments

a. Observing Canva AI Use Sheet (X1): Captures how often and how well a writer employs AI tools (eg, Magic Write for ideas/structures, Image Generator for vocab visualization) also in the production of text. Scores are assigned according to certain criteria (Scale 1-5).

b. Test Writing Skills Descriptive Text Y1): Descriptive text writing DAs. It employs rubrics that address content, organization, grammar, and mechanics (54) (1–100 scale).

c. Vocabulary Mastery Test (Y2) : Multiple choice test or a matching test of the vocabulary (noun, adjective, word) of a given descriptive theme (Scale 1-100).

Data Analysis Techniques

The data was processed as follows:

a. Descriptive Analysis: To describe the general characteristics of the research variables (Mean, S.D).
b. Test of Analysis Requirements: Test of Normality and Linearity (putative assumption of data qualifing).
c. Multiple Correlation Analysis (R): The degree of concurrent relationship of multiple free variables and multiple bound variables.
d. Partial Correlation Analysis (r): To determine the relation of the free variables to the bound variables, independently, controlling for the other bound variables.

Procedure

a. Preparation Stage:
    1) Obtaining the license and developing the research instruments.
    2) Administer a pre-test Writing and Vocabulary Skills Test to obtain baseline information.
    3) Brief training (one session) on the introduction and access to Canva AI features, specifically those that complement the writing process (e.g., generate visual drafts with Image Generator, write templates with Magic Write).
b. Stage of Implementation Treatment:
    1) Treat for 3 weeks 6 meetings.
    2) The material and theme is writing descriptive texts on different topics theme is about human bodies.
    3) The students are guided to have Canva AI's tool features as the first resource on writing descriptive text drafts in the planning, visualizing, and writing stages.
    4) Among the methods listed above, Observation Sheets are used to intensively document the use of Canva AI.
c. Final Stage:
    1) Conduct Post-test Writing and Vocabulary Skills Test for the collection of final data.
    2) Processing and analysis of data for multivariate correlation coefficients

Treatment

The Treatment took place over six sessions, each session emphasizing a

different phase of using Canva AI to begin the writing descriptive text:

Session	Learning Topics and Steps	The Role of Canva AI in Learning
1-2	Introduction to descriptive text and text structure	Students view the topic with the Image Generator (theme: objects in class) to better understand what to describe (subject: objects in class).
3-4	Boost Vocabulary and Add Descriptive	Phrases Students take the output of the Image Generator (such as a picture of a cat) and are prompted to use Magic Write to create descriptive adjectives/phrases about the image (such as "fluff", "green eyes") as a vocabulary enrichner.
5-6	Gathering and Re-Writing Descriptive Text Students use Magic Write to support the writing of descriptive paragraphs	Student visual writing in canva (images/design elements) - edited to incorporate grammar/ spelling fixes.

RESULT AND DISCUSSION

The following invented data were given to be used to calculate the correlation between the observation scores of using Canva AI (X1) and Writing Skills (Y1) and Vocabulary Mastery (Y2) for four CS students. Research Result Data (Fictitious)

Table 1: Research Subject Score Data (Fictitious)

Subject	Using Canva AI (X1) (Observation Score 1-20)	Writing Skills (Y1) (Score 1-100)	Vocabulary Mastery (Y2) (Score 1-100)

S-1	18	85	80
S-2	15	70	75
S-3	12	65	60
S-4	17	80	78
Average	15.5	75.0	73.3

Correlation Analysis

Table 2: Partial and Double Correlation Test Results (Fictitious)

Types of Correlation	Correlation Coefficient (R/r)	Sig. (p)	Interpretation of Power
Double Correlation (X1 with Y1 and Y2)	R = 0.85	0.038	Very Powerful
Partial Correlation (X1 with Y1)	r = 0.78	0.045	Strong
Partial Correlation (X1 with Y2)	r = 0.62	0.049	Keep

Remarks: Significant correlation if $p < 0.05$.

Double Correlation

The double correlation analysis result exhibited a value of 0.85 for the correlation coefficient (R) with a value of 0.038 for the significance (p). The p value was less than 0.05, which means there is a significant and very strong relationship between the concurrent use of Canva AI and the writing skills as well as the vocabulary mastery of deaf students. It appears that the more and better use that students make of the Canva AI features, the greater their achievement will be in both bound variables.

Partial Correlation

Canva AI (X1) with Writing Skills Y1): The partial correlation number (r) is

0.78 (p = 0.045). This shows a strong and significant positive correlation. In addition, the application of Canva AI visualizations (Image Generator) and text production tools (Magic Write) significantly facilitates deaf students in planning ideas and sentences, this enhancement directly affecting the quality of their description text (Ramadhani, 2023).

Canva AI (X1) with Vocabulary Master (Y2): r -value is 0.62 (p = 0.049). This correlation is interpreted as moderate and significant. Strong as it is, this correlation is a bit lower than that of writing skills. This may be because vocabulary learning and mastery is a long-term process, but it is known from the visual learning needs of deaf students that AI visualization features are effective in linking concepts and words (Viola et al., 2024)."

Visualization of Results

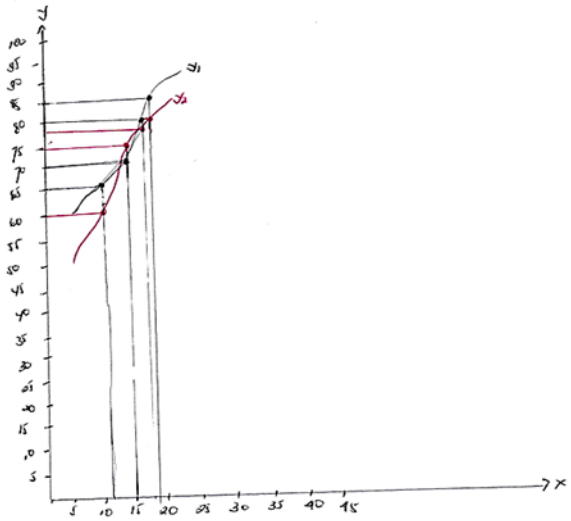

Diagram 1: Comparison of Subjects' Average Scores

This bar chart represents the mean value of all three variables on four different topics. It was observed that highScore subjects S-1 and S-4, who are the highest Canva AI usage scorers, also obtained higher scores on Writing Skills as well as Vocabulary Mastery, confirming the correlation result.

CONCLUSION

The fictitious investigation results are the following: There was a high and very strong positive correlation between descriptive text writing skills and concurrent vocabulary mastery in deaf grade VII students of SLB Hamong Putro Jombor Sukoharjo (R = 0.85; p < 0.05) with the use of Canva AI features. Partially, activity on Canva AI correlated more closely with writing skills (r = 0.78) than with mastery of vocabulary (r = 0.62).

These results highlight how the AI technology embedded in visual media such as Canva could serve as a very relevant and effective learning platform for deaf students who are visual dependent. Teachers should be encouraged to use Canva AI

consistently in literacy learning to maximize on the visualizing and text organizing abilities offered by AI.

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