

DEVELOPMENT OF ENGLISH LEARNING MEDIA ON RECOUNT TEXT TO ENHANCE STUDENTS' LISTENING SKILL USING CANVA

Siti Fadila¹, Siti Niah², Pahmi³

^{1,2,3}Pendidikan Bahasa Inggris, Universitas Muhammadiyah Riau, Pekanbaru, Indonesia

190602043@student.umri.ac.id

Abstrak

Penelitian ini bertujuan untuk mengembangkan dan mengevaluasi media pembelajaran bahasa Inggris menggunakan aplikasi Canva untuk meningkatkan keterampilan mendengarkan siswa kelas X pada materi teks recount di SMK Muhammadiyah 3 Pekanbaru. Penelitian ini menggunakan pendekatan Penelitian dan Pengembangan (R&D) dengan model ADDIE, yang mencakup Analisis (penilaian kebutuhan melalui observasi sekolah), Desain (pembuatan storyboard dan flowchart), Pengembangan (pembuatan konten dan pengeditan video di Canva), Implementasi (pre-test, penyampaian media, dan post-test), serta Evaluasi (validasi ahli dan analisis data). Studi ini melibatkan 32 siswa sampel pada November 2023. Data kuantitatif dari kuesioner ahli dianalisis menggunakan persentase kelayakan, sementara perbedaan pre-post dihitung melalui rumus N-gain. Media pembelajaran berbasis Canva terbukti layak dan efektif dalam mengatasi tantangan mendengarkan untuk teks recount, secara signifikan meningkatkan pemahaman dan keterlibatan siswa. Pengembangan ini mendukung alat audiovisual inovatif dan aksesibel untuk pengajaran bahasa Inggris di lingkungan dengan sumber daya terbatas.

Kata kunci: Media pembelajaran, teks recount, pemahaman mendengar.

Abstract

This study aimed to develop and evaluate English learning media using the canva application to enhance grade X students' listening skills in recount text material at SMK Muhammadiyah 3 Pekanbaru. The research employed a Research and Development (R&D) approach with the ADDIE model, encompassing Analysis (needs assessment via school observations), Design (storyboarding and flowcharting), Development (content creation and video editing in Canva), Implementation (pre-test, media delivery, and post-test), and Evaluation (expert validations and data analysis). The study involved 32 sample students in November 2023. Quantitative data from expert questionnaires were analyzed using feasibility percentages, while pre-post differences were calculated via the N-gain formula. The Canva-based learning media proved feasible and effective in addressing listening challenges for recount text, significantly improving student comprehension and engagement. This development supports innovative, accessible audiovisual tools for English instruction in resource-limited settings.

Keywords: Learning media, recount text, listening skill

Permalink/DOI : <https://doi.org/10.37859/eduteach.v7i2.11366>

Received: 27 April 2026

Accepted: 12 Mei 2026

Available Online: 28 Juni 2026

Published by [Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Riau](#)

1. Introduction

In studying the English language, there are four skills that must be mastered, namely reading, writing, speaking and listening. These four skills must be mastered in order to master the English language very well [1]. In this study, the researcher used listening skills to measure student ability in English skill, especially in listening.

Listening is one of the skills that must be comprehended in learning English. It is a combination of hearing what another person says with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, and an attitude of respect and acceptance [2]. Through listening, students can acquire decent pronunciation and learn many useful words, phrases, and sentences.

Based on the researcher's experience doing the practice teaching in class X at SMK Muhammadiyah 3 Pekanbaru in 2022, there are some issues found. First, students had difficulty in hearing clear audio so students find it difficult to understand some words or sentences in the audio, Second, students had limited time in listening learning, Besides, students needed media without an internet network to make it easier for student to access.

In previous research by Situmorang, (2020) found that to enhance students' comprehension in listening to recount text. Problems were found related to the problem of listening skills on recount text material. It was found that students have limited time in listening learning. This situation makes students not understand effectively. She used podcasts as learning media of recount text [3]. Therefore, the use of learning media is something that must be applied in the learning process [4].

The use of learning media has become an important tool to facilitated effective teaching and learning. The application of Learning media not only makes students easier to understand the concept, but also facilitates teachers and students to apply and utilize technology in learning. In the learning process, a strategy for students' learning should be taken in the form of using audiovisual based learning media. Through audiovisual media, it is expected that the senses of sight and hearing play a full role in capturing all learning information.

Using audio-visual media for learning has a significant impact on students, particularly in terms of their motivation to learn [5]. Audio-visual media is media that has sound and image elements. This type of media is able to provide a better learning experience because it includes sound and images. Additionally, the use of audio-visual media can also enhance students' creativity, enthusiasm, and enjoyment of the learning experience. There are many examples of learning media that use audio visuals, one of them is Canva application. Canva application has a great potential in producing learning media, because it offers many engaging template that can attract students' interest in learning.

Canva is one of the online applications that can be used to create learning media. The canva app is ease of use, it is free and paid online based on what is included in the Learning media design. The Canva Application is a web-based package program that provides applications with a variety of tools such as posters, logos, presentations, invitations, certificates, brochures, resumes, banners, etc [6]. that are available on the Canva Application. Canva is available to be used at any time and from any location without time restrictions. Moreover, Canva is accessible for free, which makes it more convenient for students to use as often as possible. Canva is an online-based application that has various templates and features available to help teachers and students. Therefore, the researcher uses alternative media that is Canva in enhancing students' listening skills on recount text material.

Recount text is a type of text that tells the story of an event or experience that happened in the past. It is usually written in the past tense and can be either personal or factual. Recount texts often include details such as time, place, people involved, and sequence of events. The social function of this text is to tell the past experiences by retelling events in sequence. The samples of recount are experiences, diaries, personal letters and incident reports [7]. The use of

media in learning recount text can help students to improve understanding, recount text is material for grade 10 students at SMK Muhammadiyah 3 Pekanbaru.

Therefore, the researcher intends to use the Canva application to develop English learning media on recount text material to enhance students' listening skills. Hence, the researcher title is *The Development of English Learning Media on Recount Text Material to Enhance Students' Listening Skill by Using Canva Application*.

2. Methodology

This research used the Research and Development (R&D) method to develop this learning media. This method is a research method that involves the systematic inquiry and innovation aimed at improving educational practices, methodologies, and outcomes [8]. This can include conducting studies to understand learning processes, designing and testing new teaching methods, creating educational technologies and resources, and evaluating the effectiveness of educational interventions. R&D in education seeks to address challenges such as enhancing student engagement, improving learning outcomes, narrowing achievement gaps, and adapting to evolving educational needs and contexts [9]. By fostering innovation and evidence-based approaches, R&D in education contributes to the continuous improvement of teaching and learning experiences, ultimately benefiting students, educators, and educational systems as a whole [10]. The purpose of this study is to determine the significant impact of the development of English Learning media to enhance students listening skill using Canva application of recount text material at class X of SMK Muhammadiyah 3 Pekanbaru.

This research applies ADDIE methodology for developing learning material. The ADDIE is a research method consisting of Analysis, Design, Development, Implementation, and Evaluation stages used for developing effective educational and teaching progress [11]. This model offers an organized approach to the development of curriculum and instructional methods, which makes it an appropriate framework for the implementation of technology-enhanced English subject teaching [12]. This research was conducted in November 2023 at SMK Muhammadiyah 3 Pekanbaru involving class X which consists of 10 classes and amounted to 336 students. The researcher used a test consisting of a pre-test and a post-test. The test was in form of recount text tasks to assess the students' listening skill.

2.1. Research Procedures

2.1.1. Analysis

The researcher analyzed the problems and needs of student by conducting school observations with the student and English teacher at class 10th grade in SMK Muhammadiyah 3 Pekanbaru which aimed to obtain information about student characteristic, student learning resources, learning method, and English learning media used in learning process. From the result of this analysis, the researcher developed English media using Canva application to enhance student listening skill.

2.1.2. Design

The product design was derived from the analysis results in the previous stage. A product was developed to determine the correlation between the learning material and the elements of English learning media. This product employed a Canva video featuring a recount text and the activities include flowchart and storyboard.

2.1.3. Development

This initial developing teaching material stage involves gathering the material or content to be taught through the video. This includes determining the topic and information to be conveyed. The next step is conceptualizing the video, at this stage, planning how the video will be presented. This includes the narrative structure of the video, the selection of animation or visual types, and the way the material is presented to make it interesting and easy for students to understand. the next step is editing with Canva App, Using Canva, start creating slide designs or visual elements for the video. Canva allows the use of various features such as animated characters, backgrounds, text, and more to create engaging content.

This stage involves creating an initial draft of the animated slides, arranging the layout, choosing a color palette, and adding other visual elements. After the slides or animated elements are created and edited in Canva, the next step is to combine them into a single video sequence. This can involve adjusting the timing, transitioning between slides, and arranging the order of slides to match the storyline or material being delivered, and the final step is to add narration to the video.

2.1.4. Implementation

Before the implementation, the researcher prepared everything needed to display the media, such as checking the video, preparing projector and speaker to make the media listened by the student clearly. Before starting the media, the researcher gave pre-test for 15 minutes and explained to the students orally what they had to do after they finished watching the media, the researcher distributed an exercise based on material.

In the last step, researcher distributed post-tests. Which consisted of 10 multiple choice questions. The purpose was to measure students' knowledge of the material that had been taught and to find out the attractiveness of Canva videos through English learning media.

2.1.5. Evaluation

The researcher analyzed the data obtained from the media and material experts. Which are asses the content feasibility, specifically regarding using the Canva application for creating recount text and language usage In English learning media, suggestion and comments from both material and media experts.

2.2. Data Analysis

Qualitative data is obtained from advices and suggestions as an assessment given by validators, while quantitative data is obtained from likert scale assessment questionnaires. Data analysis techniques are used to analyze the results of material and media expert with average calculation. The average calculation formula is as follows;

$$Feasible = \frac{\text{Total empirical score}}{\text{Total maximum score}} \times 100$$

And based on the calculation above, the material and media validation are categorized as the following table;

Table 1: Material and media validation criteria

Presentation Range	Criteria
79,78% - 100%	Very Feasible
59,52% - 79,77%	Feasible
39,26% - 59,51%	Medium
19,00% - 39,25%	Bad

The researcher distributed a post-test to evaluate the improvement in the student's listening skill after treatment. The test was identical to the pre-test. Data from pre-test and post-test will be analyzed using N-gain formula as follows:

$$N - gain = \frac{Score (Post) - Score (Pre)}{Score (Max) - Score (Pre)}$$

The researcher collected the total score and classified the students' listening skill based on the assessment results. The classification of the student's score is as follows:

Table 2: The classification of student's score

N-gain Score	Criteria
> 0,7	High
0,3 < (g) < 0,7	Medium
< 0,3	Low

Results and Discussion

3.1. Results

This research was conducted at SMK Muhammadiyah 3 Pekanbaru in class X with 32 sample of students in it. The presentation of data is a product development trial conducted by learning media expert, material expert, and target users, which are 32 students at class X of SMK Muhammadiyah 3 Pekanbaru, which refers to the components of the research subject, so the data obtained in the research steps will be presented as follows;

3.1.1. Learning media expert data

The validator is a lecturer in English Education at Muhammadiyah Riau University who acknowledges the media being developed by researcher. This criterion is meant to ensure that media experts can provide accurate feedback on instructional materials developed by researcher. The result of media expert validation used the development English learning media using Canva application got percentage 96% it shows very valid.

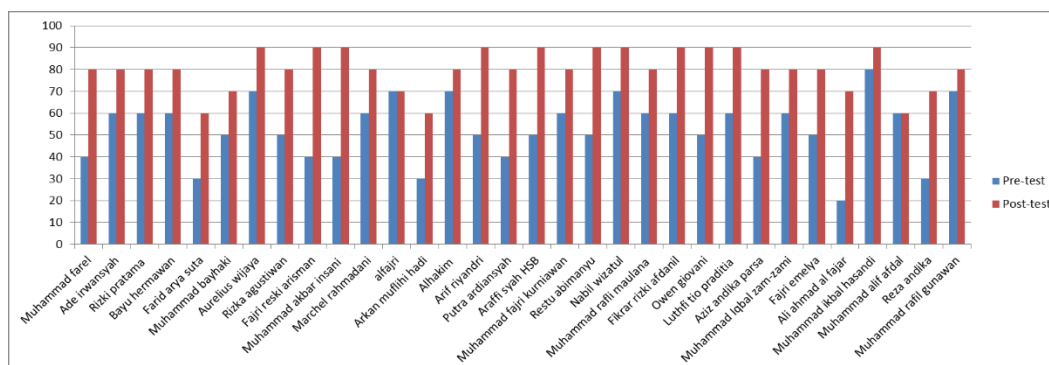
3.1.2. Material expert data

Material expert validation was carried out by one of the English teachers in Senior High School of SMK Muhammadiyah 3 Pekanbaru. Validation aspects through the questionnaire instrument, video was validated by material expert, who has a background in accordance with the material being developed, namely Lucyana Ayumi, S.Pd. The result of material expert validation used the development english learning

media using canva application got percentage 78% it shows valid, or can be used with revision.

3.1.3. Analysis score of pre-test and post test

The pre-test and post-test are comprised 10 questions of multiple-choice devised by the researcher. It was administered to the student to measure the effectiveness of the Canva video application on the recount text. The researcher calculated N-gain score by using SPSS statistics calculator. Pre-test and post-test data are visually presented in figure 1 as follows;



After getting the pre-test and post-test scores, the researcher added up the scores using N-Gain formula. In the figure 1 it can be concluded that there is an increase in the score between the pre-test and post-test, with the N-Gain value shows 0,56 in the medium score.

3.2. Discussion

This English learning media was developed through several steps, the steps used ADDIE model (Analysis, Design, Development, Implementation, Evaluation) that aimed to produce a final media in the form of English learning media. The purpose of this research and development was to determine the feasibility and attractiveness of the product developed as the learning media. While the form of the final media developed is an English learning media of recount text material for class X at SMK Muhammadiyah 3 Pekanbaru. This media was developed by using Canva application.

Based on the observation at SMK Muhammadiyah 3 Pekanbaru, the teachers used worksheet and textbooks. However, some students did not have textbooks to be used during teaching and learning. The reason was that the textbooks used were no longer being produced and available in schools. As a result, they only relied on books given by their seniors in school. Hence, the media used by teachers at SMK Muhammadiyah 3 Pekanbaru has not made students more interested, therefore the learning media is not able to enhance students' learning skills.

Furthermore, it is known that students needed learning media that can facilitate students in learning so that it is interesting and not easy to feel bored when learning English. The researcher chose Canva as learning media developed because used Canva can solved the problem that found by the researcher during observation. The researcher also made an English learning media by using Canva that can facilitate students to enhance their listening skill. Canva media can also use as a tool for teachers when teaching because Canva was media that have elements of an interactive images and video.

The next step is design. The researcher prepared the material to be included in the Canva, determine the interface design that was used in Canva, then the researcher also made a flowchart and storyboard before making a media. Canva included a video and some images.

After that, a Canva was developed based on flowchart and storyboard that has been made. After the media was developed, the validator tested was carried out in order to obtain suggestion that was used to improve the developed learning media. Besides, the experts also filled out a questionnaire that was determined the feasibility of the media whether is worth tested for students.

The results of the material expert after the revision were included "valid" category with percentage of 78%. The media expert assessment of English media was also included in the category with percentage of 96%. This proved that Canva media is very feasible to be applied in learning English. In addition, Canva application can enhance students listening skill to learn so they can improve the quality of English learning.

4. Conclusion

In conclusion, based on the problem that occurred at the SMK Muhammadiyah 3 Pekanbaru, there are still many students of 10th grade who have difficulty in learning listening especially in make a recount text. Therefore, the researcher intends to develop learning media that can be used by students when studying the recount text.

Canva application that was developed using the ADDIE model on the recount text material. It can be concluded that the canva application was an interesting learning media to use in learning English. Hence, canva can enhance students' listening skill at class X at SMK Muhammadiyah 3 Pekanbaru. With the result of the material expert percentage 78% with valid category, while the result of media expert validation reached a percentage 96%.

The development of English media by using canva application has gone through a user trial phase involving 32 students in class X at SMK Muhammadiyah 3 Pekanbaru. Based on the validation that was done, this media was suitable to be used in learning English because it can enhance students' listening skill.

References

- [1] Listiyaningsih, T. (2017). The Influence of Listening English Song to Improve Listening Skill in Listening Class. *Journal of Multidisciplinary Studies*, 1(1), 35–49.
 - [2] Tyagi, B. (2013). Listening: an important skill and its various aspects. *The Criterion: An International Journal in English*, 12(1), 1–8.
 - [3] Situmorang, T. E. (2020). Developing Media by Using Podcast in Teaching Listening of Recount Text To Grade X Students of Tourism Vocational School English and Literature Department Faculty of Languages and Arts State University of Medan 2020. *Journal of English Language Teaching of FBS-Unimed*, 9.
 - [4] Miftakh, F., & Samsi, S. (2015). Penggunaan Media Audio Visual Dalam Meningkatkan Kemampuan Menyimak Mahasiswa. *Jurnal Ilmiah Solusi*, 2(5), 17–24.
 - [5] Susilo, S. V. (2020). Penggunaan Media Pembelajaran Berbasis Audio Visual Untuk Meningkatkan Hasil Belajar Bahasa Indonesia Di Sekolah Dasar. *Jurnal Cakrawala Pendas*, 6(2).
 - [6] Mudinillah, A., & Rizaldi, M. (2021). Using the Canva Application as an Arabic Learning Media at SMA Plus Panyabungan. *At-Tasyrih*, 2(1), 17–28
 - [7] Husna, A., & Multazim, A. (2019). Students' Difficulties in Writing Recount Text At Inclusion Classes. *LET: Linguistics, Literature and English Teaching Journal*, 9(1), 52.
 - [8] Winarni, E. W. (2018). *Teori Dan Praktik Penelitian Kuantitatif Kualitatif Penelitian Tindakan Kelas, Research And Development*. Bumi Aksara.
 - [9] Kunto, A. (2019). *Prosedur Penelitian Suatu Pendekatan Praktik*.
 - [10] Sugiyono, D. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*.
 - [11] Almelhi, A. M. (2021). Effectiveness of the ADDIE Model within an E-Learning
-

- Environment in Developing Creative Writing in EFL Students. *English Language Teaching*, 14(2), 20.
- [12] Feng, J., & Sangsawang, T. (2023). Information technology, according to the ADDIE model on English subject teaching, enhances the learning achievement of Shunde Polytechnic students in China . *TOJET: The Turkish Online Journal of Educational Technology*, 22(4), 121–131.
-