

THE EFFECTIVENESS OF USING CANVA AS A LEARNING MEDIA FOR TEACHING LEARNING READING COMPREHENSION

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ABSTRACT

This research investigates the use of “Canva” for teaching learning reading, specially it is written in the tittle of this research thesis, that is “The Effectiveness of Using Canva as a learning media for Teaching Learning Reading Comprehension”. The research is conducted based on the main problem; 1) How is the effectiveness of using canva as a learning media for teaching reading comprehension at SMKN 1 Puloampel Serang Banten. This Research is aimed; To verify the effectiveness of using canva as a learning media on students reading comprehension at SMKN 1 Puloampel Serang Banten. To answer the question, the writer use an experimental research method. The writer collected data from 70 students spread in two class, one class as an experimental group (Accounting Class – AK) and another one is as a control group (Office Management – MP), by applied experimental research method. The population is the first grade of SMKN 1 Puloampel, Serang – Banten. The data were collected through a validated multiple choice reading comprehension test administered as a post test. The data were analyzed using an independent sample t-test. The results revealed that the mean score of the experimental class was 78, while the control class obtained a mean score of 51. The statistical analysis show that the t-value was 10.775 with a degree of freedom (df) 68 and a significance value (sig-2 tailed) of 0,000 which was lower than 0,05. Therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. The findings demonstrate that the implementation of canva significantly improves students’ reading comprehension achievement. The use of visually enriched and interactive digital media facilitates better understanding of text and increase students’ motivation in reading activities. Thus canva is pedagogically recommended as an innovative and effective instructional media for teaching reading in vocational high school.

Keywords : Canva, reading comprehension, digital learning media, quasi-experimental design, vocational high school

ABSTRAK

Penelitian ini bertujuan untuk membuktikan efektivitas penggunaan Canva sebagai media pembelajaran terhadap kemampuan pemahaman membaca siswa di SMKN 1 Puloampel, Serang, Banten. Untuk menjawab pertanyaan penelitian tersebut, penulis menggunakan metode penelitian eksperimen. Data dikumpulkan dari 70 siswa yang terbagi ke dalam dua kelas, yaitu satu kelas sebagai kelompok eksperimen (kelas Akuntansi/AK) dan satu kelas lainnya sebagai kelompok kontrol

(kelas Manajemen Perkantoran/MP), dengan menerapkan metode penelitian eksperimen. Populasi penelitian ini adalah siswa kelas X SMKN 1 Puloampel, Serang, Banten. Data dikumpulkan melalui tes pemahaman membaca berbentuk pilihan ganda yang telah divalidasi dan diberikan sebagai tes akhir (post-test). Data dianalisis menggunakan uji *independent sample t-test*. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen adalah 78, sedangkan kelas kontrol memperoleh nilai rata-rata 51. Analisis statistik menunjukkan bahwa nilai t-hitung sebesar 10,775 dengan derajat kebebasan (df) 68 dan nilai signifikansi (sig. 2-tailed) sebesar 0,000, yang lebih kecil dari 0,05. Oleh karena itu, hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Temuan penelitian menunjukkan bahwa penerapan Canva secara signifikan meningkatkan kemampuan pemahaman membaca siswa. Penggunaan media digital yang kaya visual dan interaktif memfasilitasi pemahaman teks yang lebih baik serta meningkatkan motivasi siswa dalam kegiatan membaca. Dengan demikian, Canva direkomendasikan secara pedagogis sebagai media pembelajaran yang inovatif dan efektif untuk pengajaran membaca di Sekolah Menengah Kejuruan (SMK).

Kata kunci: Canva, pemahaman membaca, media pembelajaran digital, desain kuasi-eksperimen, sekolah menengah kejuruan.

A. Introduction

English plays a crucial role in Indonesia as it is widely used in education, communication, and access to global information. As a foreign language, English is formally taught at various educational levels; however, many students still face difficulties in mastering English skills, particularly reading comprehension. This issue is especially significant in vocational high schools (SMK), where students are required to understand technical texts, manuals, and instructional materials related to their fields of study. Conventional teaching methods and printed learning

materials often fail to provide engaging learning experiences, resulting in low motivation and poor reading comprehension achievement. Previous studies conducted by Yunus et al. (2013) and Baharuddin and Hashim (2020) revealed that digital learning media such as visual aids, animations, and interactive e-books enhance students' reading comprehension, engagement, and learning motivation by providing attractive visual representations and interactive learning experiences. One digital platform that has gained attention in educational settings is Canva, a graphic design tool that enables teachers to create visually

rich and interactive learning materials. Canva allows the integration of images, infographics, videos, and interactive elements that can support students' understanding of reading texts and increase their engagement in classroom activities. Several studies have reported positive effects of Canva on students' reading comprehension and learning outcomes. Nevertheless, research investigating the effectiveness of Canva in vocational high school contexts remains limited, particularly regarding reading comprehension instruction. Therefore, this study aims to examine the effectiveness of Canva as a learning medium for improving the reading comprehension of first-grade students at SMKN 1 Puloampel and to determine whether there is a significant difference between students taught using Canva and those taught through conventional learning media.

B. Research Methodology

This study employed a quantitative approach using a quasi-

experimental pretest–posttest control group design to investigate the effectiveness of Canva as a learning medium in improving students' reading comprehension. The research was conducted at SMKN 1 Puloampel during the first semester of the 2025/2026 academic year. The population consisted of 457 first-grade students from 13 classes, from which two classes were selected through cluster random sampling. One class (Accounting) served as the experimental group and received reading instruction using Canva-based learning materials, while the other class (Business Management) acted as the control group and was taught using conventional methods. Data were collected through a validated and reliable reading comprehension test administered as both a pre-test and a post-test. The instrument measured students' ability to identify main ideas, locate specific information, make inferences, understand vocabulary in context, and recognize text organization. The data were analyzed using descriptive statistics, normality and homogeneity tests, an independent-samples t-test to examine differences between groups, and N-gain analysis to determine the effectiveness of the treatment. All statistical analyses were conducted

using SPSS 20 with a significance level of 0.05.

C. Results and Discussion

The study investigated the effectiveness of Canva as a learning medium for improving reading comprehension among first-grade vocational high school students. The descriptive statistics revealed that both the experimental and control groups had relatively similar initial reading comprehension abilities, as indicated by their pre-test mean scores of 44 and 46, respectively. Following the treatment, the experimental group demonstrated a substantial improvement, achieving a post-test mean score of 79, whereas the control group showed only a slight increase to 51. These findings suggest that students who were taught using Canva-based learning materials achieved greater progress in reading comprehension than those who received conventional instruction.

Before hypothesis testing, prerequisite analyses were conducted to ensure the suitability of parametric statistical procedures.

The Shapiro–Wilk normality test indicated that all datasets were normally distributed, with significance values exceeding 0.05 (experimental pre-test = 0.246; experimental post-test = 0.080; control pre-test = 0.560; control post-test = 0.350). Furthermore, Levene's homogeneity test produced a significance value of 0.425, confirming that the variances of the two groups were homogeneous. Since both assumptions were fulfilled, an independent-samples t-test was performed. The analysis revealed a statistically significant difference between the experimental and control groups ($t = 10.775$, $df = 68$, $p = 0.000 < 0.05$), indicating that the use of Canva had a significant positive effect on students' reading comprehension achievement.

The effectiveness of the intervention was further examined through N-Gain analysis. The experimental group achieved an N-Gain score of 0.625, categorized as moderate effectiveness, while the control group obtained an N-Gain score of only 0.093, categorized as low effectiveness. These results

indicate that Canva-based instruction generated substantially greater learning gains than conventional teaching methods. The findings suggest that Canva's visual and interactive features facilitated students' understanding of texts, increased engagement, and supported more meaningful learning experiences.

The positive impact of Canva can be explained through several theoretical perspectives. Comprehension occurs through the interaction between textual information and readers' prior knowledge, requiring active cognitive engagement (Rumelhart, 1977, 1980). Canva supports this process by presenting information through visually enriched materials that help students connect new information with existing knowledge. In addition, the findings align with Constructivist Learning Theory, which emphasizes that learning is an active process in which learners construct knowledge through interaction with learning materials and meaningful activities (Vygotsky, 1978). Canva creates opportunities for such

interaction by combining visual, textual, and interactive elements within the learning environment.

The results are also consistent with Dual Coding Theory, which proposes that information presented through both verbal and visual channels is processed more effectively and retained longer in memory (Paivio, 1986). In English as a Foreign Language (EFL) contexts, visual scaffolding can reduce linguistic barriers and support comprehension by providing contextual cues (Nation, 2009). Similarly, Gilakjani (2017) argued that multimedia learning tools improve reading comprehension by increasing students' motivation and facilitating understanding through visual representation. Therefore, Canva functions not only as a presentation tool but also as a cognitive scaffold that supports deeper comprehension and engagement.

The present findings corroborate previous empirical studies on the effectiveness of Canva and digital learning media. Chumacero and Anton (2025)

reported that students who learned through Canva demonstrated significantly better reading comprehension performance than those taught using traditional methods. Likewise, Gurning et al. (2024) concluded that Canva-based learning media are effective, practical, and feasible for improving students' cognitive achievement. Similar findings were reported by Puspita, Wardani, and Rabbani (2023), who emphasized that well-designed instructional materials contribute significantly to reading comprehension development. Moreover, Ali, Amin, and Patak (2023) found that structured reading interventions enhance students' comprehension skills, highlighting the importance of instructional support in reading instruction.

A comparison between the experimental and control groups further confirmed the effectiveness of Canva. While both groups started with comparable levels of reading ability, the experimental group demonstrated substantially greater improvement after the intervention. Students exposed to Canva-based

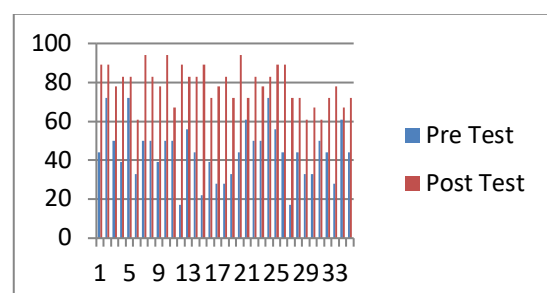
learning materials appeared more motivated, engaged, and actively involved in the learning process than those taught through conventional methods. The significant statistical difference between groups, together with the moderate N-Gain score achieved by the experimental group, indicates that integrating Canva into reading instruction can enhance both learning outcomes and classroom engagement. Therefore, the findings support the conclusion that Canva is an effective digital learning medium for improving reading comprehension among vocational high school students.

Table 1 Descriptive Statisticks of Pre Test Score

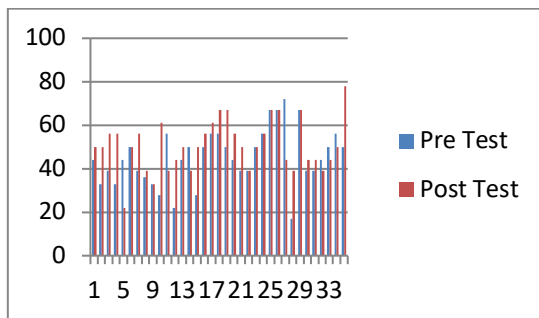
Group	N	Me	Med	Mo	Std.	Mn	Mx
Exp	35	44	44	50	14	61	72
Cont	35	46	44	50	13	17	72

Table 2 Descriptive Statisticks of Pre Test Score

Group	N	Me	Med	Mo	Std.	Mn	Mx
Exp	35	79	78	72	10	17	94
Cont	35	51	50	50	12	22	78



Graphic 1 The scores of experimental class pre-post test



Graphic 2 The scores of control class pre-post test

D. Conclusion

This study concludes that the use of Canva as a learning media significantly improves students' reading comprehension achievement. The findings revealed that students taught using Canva outperformed those taught through conventional learning media, as indicated by the higher mean score of the experimental group and the statistically significant result of the independent sample t-test ($p < 0.05$). Furthermore, the N-Gain analysis confirmed that Canva was effective in enhancing students' reading comprehension skills. The study also highlights the pedagogical value of integrating digital learning media into English language teaching, as Canva promotes greater student

engagement, motivation, and participation through its interactive and visually appealing features. Therefore, teachers are encouraged to incorporate Canva into classroom instruction, while schools should provide adequate technological support and professional development opportunities. Future research is recommended to explore the implementation of Canva in different educational contexts, language skills, and research designs to obtain broader and more comprehensive findings.

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