

Canva-Based Animated Video Development for Enhancing EFL Listening Instruction in Junior High School

Karlina Julyanty¹, Sri Supiah Cahyati², Yana³

IKIP Siliwangi, Indonesia

¹ karlinajulyanty9@gmail.com, ² srisupiahcahyati@ikipsiliwangi.ac.id,

³ yana@ikipsiliwangi.ac.id

Abstract

This study aimed to describe the process of developing Canva-driven animated videos for EFL listening instruction for the seventh-grade students and to examine the feasibility of the media as well as students' responses to its use. This study employed a Research and Development (R&D) approach based on the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model. The participants were 33 seventh-grade students from one of the Islamic junior high school in Cimahi. The data were collected through observation sheet, validation, and a closed-ended students responses questionnaire consisting 10 item measured on a four-poin likert scale. The developed product focused on the topic "Greetings and leave taking" and was presented in the form of an animated video. The observation results indicated that students needed more engaging instructional media to support listening instruction. The feasibility of the media was evaluated by two expert validator, and the validation result showed that the developed animated video was categorized as good to very good in terms of content appropriateness, alignment with learning objectives, audio-visual quality, and overall attractiveness, indicating that the media is suitable for use. Ultimately, the results showed that students responded favorably to the animated video learning materials, with an average score of 90% (Highly positive). These findings indicate that animated videos have the potential to enhance students' motivation, engagement, and listening comprehension.

Keywords: Animated Videos; Canva; Listening Skills; R&D; English Language Learning Media

INTRODUCTION

Listening is one of the fundamental skills in learning English. It forms the basis for other language abilities including writing, speaking, and reading. Through listening activities, students can acquire pronunciation, vocabulary, and sentence structures conveying meanings (Gustini et al., 2023; Gonulal, 2022). Listening skills also play a crucial role in communication, information acquisition, and overall language learning. For ESL and EFL students, this skill is essential for understanding and interacting in English-speaking environments. Therefore, listening is a significant component of English language learning. However, at the junior high school level, many students find listening to be challenging. These difficulties are caused by several factors, including limited vocabulary, the fast-speaking rate of native speakers, differences in accents, and the use of unengaging learning materials (Sharif et al., 2024; Selviani et al., 2025). As a result, students often lack focus and motivation during listening activities with the advancement of technology in the digital age, the use of audio visual-based learning media has become increasingly prevalent in English language teaching. Audiovisual media, such as animated videos, are effective because they present information both visually and

auditorily, thereby helping students better understand the context and content of the material while increasing their interest in learning (Efendi., 2023; Chuang et al., 2025). Animated videos are considered engaging learning media because they combine moving images, text, colors, and audio (Pradana, 2025; Ningrum et al. 2024).

According to Richard E. Mayer multimedia learning theory, students learn more effectively when information is presented through a combination of word and images rather than through verbal information alone. This theory is further elaborated in the cognitive theory of multimedia learning (CTML), which posits that learners process information through two separate channels, namely the visual and auditory channel, each of which has a limited cognitive capacity. Grounded in the Dual coding theory (Clark et al., 1991; Wong et al., 2021), this study investigates whether bilingual learners benefit from instructional content that is presented simultaneously through spoken and visual modes. Furthermore, the study considers English language proficiency as a contextual factor that may influence vocabulary learning through digital media.

One application that is easy to use for creating educational animated videos is Canva. It provides various features, including design tools, animations, audio, and templates, which enable teachers to develop creative and practical learning media tailored to students' needs (Indriani., 2024; Putra et al., 2023). In the context of English language learning, particularly listening skills, the use of animated videos significantly to students comprehension of spoken information, as well as to vocabulary development through the integration of visual and auditory (Ratu et al., 2024).

Previous studies have demonstrated that using animated videos as a teaching tool can help students improve their listening skills. The results consistently show that using animated video-based instruction improves students' listening skills in a statistically significant way (Hakim, 2023; Khumairah et al., 2023; Safira et al., 2023). Furthermore, animated videos are a useful learning tool for managing the limited amount of instructional time in English language schools and supporting listening instruction (Syah et al., 2024).

These findings indicate that animated videos can enhance students' comprehension of listening materials while also increasing their motivation to learn. However, although many studies have reported improvements in students' learning outcomes (Lestari et al., 2025; Fauzi et al., 2024; Nisa et al., 2024). Although numerous studies have investigated the effectiveness of animated videos in improving listening achievement, limited attention has been given to the systematic development process of Canva-based animated videos using instructional design models such as ADDIE.

Furthermore, novelty this studies conducted in Islamic junior high school contexts remain limited. Therefore, this study aims to develop Canva-based animated video media using the ADDIE model and examine the feasibility of the media as well as students' responses to its implementation in Islamic junior high school.

Based on this background, the research objectives in this study are as follows:

1. To describe the process of developing Canva-based animated videos for EFL listening instruction for seventh-grade students.
2. To evaluate the feasibility of the developed Canva-based animated videos for EFL listening instruction for seventh-grade students.

This study is expected to benefit teachers by providing an engaging and practical alternative medium for teaching listening, while also helping students improve their motivation and

comprehension. Additionally, it is anticipated to serve as a reference for future research on the development of animated video-based learning media.

METHOD

The research method employed in this study was Research and Development (R&D). A theory proposed by Borg and Gall (2003), who define R&D as a systematic process for developing and validating educational product through stages such as research, product development, field testing, evaluation, and revision. Furthermore, as adapted by Judijanto et al, (2024) R&D is a process aimed at producing new products and ensuring their feasibility through effectiveness testing. The five steps of the ADDIE development model, analysis, design, development, implementation, and evaluation were followed in this study's research design. According to Branch (2009 in Safitri et al., 2022), the ADDIE model is widely recognized as an effective framework for developing instructional multimedia. Through this method, the study focused not only on product development but also on the validation process conducted by experts, as well as preliminary field testing and main field testing to collect data on the feasibility of the media and students' responses. This study was conducted at MTs Nurul Falah in Cimahi. The research subjects consisted of 33 seventh-grade students. The preliminary field testing involved 17 students from Class 7A, while the main field testing included all 33 students from Class 7A and 7C.

The developed product was evaluated by two expert media validators. the validators assessed several aspects of the product, including material, illustrations, media quality and display, and attractiveness. The instruments used for the student response questionnaire and media validation were adapted from previous studies. Before being administered, the instruments were tested for validity, and their reliability was examined to ensure consistency and accuracy. The data collected from expert validation and student response questionnaires were analyzed quantitatively using percentage-based analysis techniques. The instructional material used in this study was "Greetings and Leave-Taking" for seventh-grade students, which was delivered through animated videos created using Canva. The research instruments included observation sheets and questionnaires. The questionnaires were designed using a four-point Likert scale consisting of SS (Strongly Agree), S (Agree), TS (Disagree), and TST (Strongly Disagree).

Table 1. Eligibility criteria

Percentage	Interpretation
86–100%	Highly positive
71–85%	Positive
51–70%	Less positive
≤ 50%	not positive

The criteria for evaluating students' responses were adapted from the framework proposed by Yogi et al. (2022).

RESULTS AND DISCUSSION

Results

The results showed that the process of creating an instructional animated video using Canva for EFL Listening instruction was clearly structured and referenced the five stages of the ADDIE model, namely: Analysis, Design, Development, Implementation, and Evaluation. For the Analysis stage, the material was contextualized within the seventh-grade curriculum and

focused on appropriate contextual learning of English that correlate with the students’ everyday lives. This stage also spotlighted students’ needs, as well as their difficulties in learning listening skills.

During the design and development part, the animated videos were developed with Canva by employing the different features of the platform, such as the use of templates, illustrations, text and audio, and transitions. The synthesized audio-visual media that integrates image, text, and sound, was developed to assist students in listening comprehension. The video was presented to students in a contextual framework through systematically arranged dialogues geared towards reflecting real life situations so that students were able to see the use of the language in context. An animated video developed for the purpose of this study can be accessed through the provided link.:

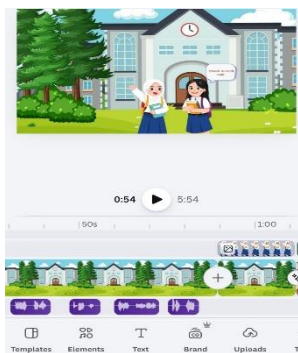
https://www.canva.com/design/DAG5MLuKQW8/RsPoH0rmsguu2FX_2xdeag/edit?utm_content=DAG5MLuKQW8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton.

In addition, interactive quizzes are provided at the end of the lesson to reinforce students’ understanding. The quizzes used in this study were developed using the Quizizz platform and can be accessed at the following link:

https://www.canva.com/design/DAG52nYCGo/tayxLTReGIFfw3BzM0zHMw/edit?utm_content=DAG52nYCGo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Picture 1. Material



Picture 2. Dialog

The feasibility of the learning media was evaluated through several stages of implementation in the school. An observation was conducted on February 27, 2026, to identify classroom learning conditions, students needs, and the use of instructional media. The observation results indicated that students had difficulty understanding spoken English because their vocabulary related to the listening materials was still limited, the students often lost focus during listening activities, and showed low motivation during the learning process.

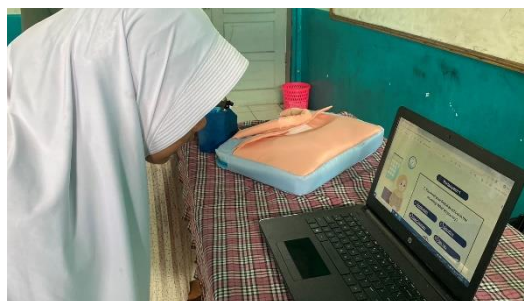
Table 2. The result of the expert validator

Aspect	Score	Category
Material	4.0	Very good
Illustration	5.0	Very good
Media quality and display	4.5	Very good
Attractiveness	4.5	Very good

The validation result indicated that the animated video developed using Canva was considered feasible and appropriate for listening comprehension for seventh grade students. The validation process was conducted by an expert validator who evaluated several aspects of the instructional

media, including media, illustration, media quality, display, and Attractiveness. The result showed that all assessed aspects obtained average scores from 4 (good) and 5 (very good). Based on these findings, the validator concluded that the developed animated video met the criteria for instructional use and was suitable for implementation in listening learning activities. Based on the validators feedback, several revisions were implemented to improve the quality of the developed product. The revisions involved adding animations to specific sections of the instructional content to increase visual attractiveness and support students comprehension of the material. In addition, some of the previously use animated were replaced with more appropriate and relevant in accordance with the validators recommendations.

The Preliminary field testing was conducted on March 3, 2026, in class VII A to evaluate of the developed product, which then served as the basis for revision, a main field testing was carried out on March 5, 2026, in class VII A and VII C. During this stage, students were given a quizzes to measure their understanding of the material and their participation in the learning process, as well as questionnaire to gather their responses to the use of media.



Picture 3. Quizizz activities

This research shows that using a Canva-based animated video allows students to have better listening comprehension. The students’ positive responses showed that students have more enthusiasm, motivation, and understanding of the materials that were presented. The students response questionnaire was used to determine the students’ perceptions of listening exercises using Canva-based animated videos.

The results show that students’ responses “Highly positive” category. This indicates that the addition of other audiovisual elements such as animations, narration, and visual context, allows students to be more engaged and aids their listening comprehension. The results of the analysis of the questionnaires are provided in the table below.

Table 3. The result of the main field testing

Indicator	Score (%)	Score category
This is an interesting animated video to watch	95%	Highly positive
The video helps me understand the listening material	90%	Highly positive
The narration in the video is easy to understand	87%	Highly positive
The visuals and animations help me understand the audio content	90%	Highly positive
I can easily follow the listening instructions in the video	86%	Highly positive

The video motivates me to study listening more	92%	Highly positive
The video's duration is appropriate (not too long or too short)	83%	Positive
This video makes it easier for me to understand English conversations	89%	Highly positive
I would like to use videos like this to study again	93%	Highly positive
This video helps improve my listening skills	91%	Highly positive
Mean score	90%	Highly positive

The findings show that the The findings demonstrate that Canva-driven animated videos positively support EFL listening instruction. The majority of indicators achieved with an overall mean score of 90% categorized as "highly positive". Although 90% of the maximum expected score was achieved, the remaining 10% indicates room for improvement in several aspects of the media. The indicator related to video duration received the lowest score, while some students also reported difficulties in following the listening instructions and understanding the narration. Therefore, further refinement is needed to optimize the video duration and improve the clarity of the instructions and narration. These findings showed that students are interested in using animated video in English language learning and perceive as helpful in understanding the material presented. The combination of visual and audio elements contributes to supports students in processing spoken language.

Moreover, animated and contextualized content enhances student material comprehension and sustained focus during instruction. The developed media is therefore considered appropriate for English language classroom, particularly for listening instruction.

Discussion

This study addresses two main objectives: To examine the process of developing Canva-based animated videos for English language learning and to analyze students' responses to the use of this instructional media. Based on the research findings, both aspects indicate that the developed media received positive responses and is suitable for use in listening instruction. This is evidenced by the highly positive student responses across all measured indicators.

The ADDIE model, which consists of five structured stages, analysis, design, development, implementation, and evaluation was used to create a Canva-driven animated video for EFL listening teaching. These procedures are consistent with previous studies on ADDIE-based instructional media development conducted by Syahid et al. (2024).

In the analysis stage, the researcher identified students' needs, learning characteristics, and problems encountered in listening instruction for seventh-grade students through classroom observation. The observation's findings demonstrate that children struggle with a number of listening-related issues, including a small vocabulary, trouble pronouncing words correctly, and poor motivation throughout the learning process.

During the design and development stages, the researcher used Canva to create animated video content during the design and development phases, combining text, animation, audio narration, visual components, and contextual conversations. The created media was intended to enhance students' listening comprehension while making studying more engaging. According to Richard E. Mayer (2024) and Dual Coding Theory by Wong et al, (2021), multimedia learning can enhance students' understanding through the simultaneous integration of verbal and visual

information and multimedia learning theory, students learn more effectively when information is presented through a combination of verbal and visual.

The implementation stage involved conducting Preliminary field testing and main field testing to examine students' responses and the practicality of the developed media. This stage indicates that students responded positively to the use of animated video media. The majority of students stated that this medium can increase their motivation to learn, with a response rate of 90%. These results are supported by the research of Anjani et al. (2024), which states that animated videos can increase learning motivation and encourage student engagement in the learning process.



Picture 3. Preliminary field testing



Picture 4. Main field testing

In the final stage, the evaluation stage, the study conducted an evaluation to determine the suitability of the media developed for listening instruction. The evaluation was carried out by analyzing the results of the implementation. This is consistent with the view expressed by Martatiyana et al. (2023), who state that the evaluation involves making final revisions to the developed media based on the findings from the implementation stage to ensure that the media is truly suitable for use.

The present findings are consistent with previous studies on the use of animated videos in English language learning by Demiroz et al., (2024; Gonzalez-torres et al., 2024), which indicate that interactive videos can enhance student engagement and motivation. Furthermore, studies by Kumairah et al., 2023; Nisa et al., 2024, reveal that the use of animated videos significantly improves students' listening skills. However, unlike previous studies that primarily focused on the effectiveness of animated video in improving learning outcomes, the present study emphasizes the systematic development of Canva-based animated video media through the ADDIE instructional design framework.

CONCLUSION

This study developed a Canva- based animated video of EFL listening instruction using the ADDIE model. The findings revealed that the developed media was considered feasible for classroom implementation and received highly positive responses from students, achieving an overall responses score of 90%. The developed animated video contributed to increasing students' motivation, engagement, and interest in listening activities by presenting learning materials through integrated visual and audio elements. As a result, the media provided engaging and contextual learning experience for seventh- grade students.

This study contributed to the field of English language teaching by providing a systematically developed instructional medium that can serve as a practical and innovative alternative for supporting listening instruction in junior high school contexts. However, this study has several limitations. First, the number of research participants was limited, which restricts the

generalizability of the findings. Second, this study only employed observation and questionnaire instruments, meaning that the data obtained tend to be subjective and primarily reflect students' responses. Third, the study did not measure students' listening improvement in depth through standardized tests such as pre-tests and post-tests.

Future studies are encouraged to investigate the effectiveness of the developed media on students listening achievement using larger samples and more comprehensive research designs. Additionally, further research may explore the use of animated videos in other language skills, such as speaking, reading, and writing. For teachers, it is recommended to utilize Canva-based animated videos as an innovative instructional medium to enhance students' motivation, engagement, and comprehension in English language learning.

ACKNOWLEDGMENTS

First author acknowledges the financial support from the Government of Indonesia through the Kartu Indonesia Pintar (KIP) scholarship, which enabled the completion of this study and the preparation of this article.

REFERENCES

- Amal, I., Ikhsanudin, I., & Bunau, E. (2021). Developing interactive listening learning multimedia to support *Bahasa Inggris for Grade Ten* book. *Journal of English Education Program*, 2(1). <https://doi.org/10.26418/jeep.v2i1.42289>
- Anjani, D. N., Hasyati, F., Alawiyah, S., Tasliyah, S., & Farhana, F. (2024). Efektivitas penggunaan video animasi dalam meningkatkan motivasi belajar siswa kelas V/A MI Al-Munawwaroh. *Jurnal Pendidikan Teknik Dan Vokasional*, 7(2), 140–149. <https://doi.org/10.21009/jptv.7.2.140>
- Bakla, A., & Demiröz, H. (2024). English language learners' experiences of using interactive videos in EFL listening. *JALT CALL Journal*, 20(2), 1–32. <https://doi.org/10.29140/.v20n2.1247>
- Borg, W. R., & Gall, M. D. (2003). *Educational research: An introduction* (7th ed.). Allyn & Bacon.
- Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer. <https://doi.org/10.1007/978-0-387-09506-6>
- Chuang, H. H., Weng, C. Y., & Chen, C. H. (2022). The effect of video-based multimedia learning on students' listening comprehension. *Educational Technology Research and Development*, 70(3), 1235–1252. <https://doi.org/10.1007/s11423-022-10116-9>
- Clark, J. M., & Paivio, A. (1991). Dual coding theory and education. *Educational Psychology Review*, 3(3), 149–210. <https://doi.org/10.1007/BF01320076>
- Farihah, U., & Nurafita, I. (2024). Development of animated video based on contextual teaching and learning using Animaker on the material of equal and inverse value comparison. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 13(3), 851–862. <https://doi.org/10.24127/ajpm.v13i3.8911>
- Fauzi, A. N. N., Pamungkas, J., Hayati, N., & Christianti, M. (2024). Utilization of animated videos in stimulating listening and speaking skills in early childhood. *Jurnal Pendidikan Progresif*, 14(3), 1847–1858. <https://doi.org/10.23960/jpp.v14.i3.2024125>
- Fitri, A., Annas, F., Efriyanti, L., & Darmawati, G. (2023). Development of instructional media using Canva based on animated videos for the subject of biology. *Jurnal Educative:*

- Journal of Educational Studies*, 8(1), 90–100.
<https://doi.org/10.30983/educative.v8i1.6563>
- Fitri, S. A., Gunawan, M. H., & Nurlaelawati, I. (2025). Multimodality in extensive listening: A case study of Indonesian EFL students. *English Review: Journal of English Education*, 13(1), 269–278. <https://doi.org/10.25134/erjee.v13i1.9706>
- Hildegardis Ratu, Y., Susilawati, E., & Salam, U. (2024). Improving students' listening comprehension skill using animation video. *Journal of Education and Teaching (JET)*, 5(2), 187–200. <https://doi.org/10.51454/jet.v5i2.377>
- Ibrahim Insan Al Hakim, M. (2023). Using animation video to enhance EFL students' listening comprehension. *Retain: Journal of Research in English Language Teaching*, 12, 24–29.
- Judijanto, L., Laksono, R. D., & Achmad, J. (2024). *Metodologi research and development (Teori dan penerapan metodologi R&D)*. <https://www.researchgate.net/publication/381290945>
- Khumairah, A. R., Korompot, C. A., & Sultan, S. (2023). Utilizing animated videos to improve listening abilities in English language instruction. *Research and Innovation in Applied Linguistics*, 1(2), 96–105. <https://doi.org/10.31963/rial-ej.v1i2.4258>
- Lalani, S. P. (2022). The application of audio and visual aids, methods, and instruction to enhance English language learners' listening skills. *International Journal for Multidisciplinary Research*, 4(1), 1–10.
- Lestari, E. (2025). Animated video media used to improve grade VIII students' listening comprehension of descriptive texts. *International Journal of English and Applied Linguistics*, 2(1), 1–10.
- Mayer, R. E. (2024). The past, present, and future of the cognitive theory of multimedia learning. *Educational Psychology Review*, 36(1), 1–15. <https://doi.org/10.1007/s10648-023-09842-1>
- Mukhtorova, M., & Ilxomov, X. (2024). How to improve listening skills of both ESL and EFL students. *Qo'qon Universiteti Xabarnomasi*, 11, 84–86. <https://doi.org/10.54613/ku.v11i11.964>
- Nisa, K., & Aryanika, S. (2023). The effect of using video animation toward students' listening skills. *Journal of English Language Teaching*, 5(1), 1–10.
- Pradana, S., Tinggi, S., & Tanggamus, I. T. (2023). Efektivitas penggunaan video animasi sebagai media pembelajaran interaktif di sekolah dasar. *Jurnal Teknologi Pendidikan Dasar*, 4(1), 1–10.
- Prayudha, J. (2023). Students' problems in implementing technology integrated in ELT classroom. *Journal of English Education Program*, 4(2), 1–10. <https://doi.org/10.26418/jeep.v4i2.64583>
- Sabrina Fajri, D., Putri Saylendra, N., & Nugraha, Y. (2023). Aplikasi Canva sebagai desain media pembelajaran guru pendidikan Pancasila. *Jurnal Pendidikan*, 6(1), 1–10.
- Safira, M., Kamaruddin, A., Arid, M., & Aminah, A. (2025). Using animation videos in developing listening skills among junior high school students. *English Franca: Academic Journal of English Language and Education*, 9(2), 265–276. <https://doi.org/10.29240/ef.v9i2.13363>
- Sharif, S., Ahmad, N., Pow Yean, C., Shaharuddin, G. S., & Tung Er, C. (2024). Exploring listening strategies in language learning. *International Journal of Academic Research in Business and Social Sciences*, 14(7). <https://doi.org/10.6007/ijarbss/v14-i7/21707>
- Siti Rohmah, N., & Kamalia Hakim, P. (2023). Students' perception of animation video for listening of recount text. *Journal of English Teaching*, 5(1), 1–10

- Syah, D. A., & Fediyanto, N. (2026). Animated videos in English listening skill development. *Academia Open*, 11(1). <https://doi.org/10.21070/acopen.11.2026.11693>
- Syahid, I. M., Annisa Istiqomah, N., & Azwary, K. (n.d.). Model ADDIE dan ASSURE dalam pengembangan media pembelajaran. *Journal of International Multidisciplinary Research*. <https://journal.banjaresepacific.com/index.php/jimr>
- Wardani, R., & Faozi, I. (2026). Analisis penggunaan media audiovisual dalam peningkatan keterampilan bahasa Inggris siswa SMP. *Jurnal Basicedu*, 9(6), 1983–1991. <https://doi.org/10.31004/basicedu.v9i6.10771>
- Wong, K. M., & Samudra, P. G. (2021). L2 vocabulary learning from educational media: Extending dual-coding theory to dual-language learners. *Computer Assisted Language Learning*, 34(8), 1182–1204. <https://doi.org/10.1080/09588221.2019.1666150>
- Yuliana, D., Baijuri, A., & Suparto, A. (2023). Pemanfaatan aplikasi Canva sebagai media video pembelajaran kreatif, inovatif, dan kolaboratif. *Jurnal Pendidikan Teknologi Informasi*, 6(1), 1–10.