

Developing a Canva-Based Interactive E-Book for English Vocabulary Learning among Eight-Grade EFL Students

Elmaida¹, Aseptiana Parmawati², Ningtyas Orilina³

IKIP Siliwangi

¹ elmaida06@gmail.com, ² aseptiana@ikipsiliwangi.ac.id,

³ tyas.orilina@ikipsiliwangi.ac.id

Abstract

The rapid development of digital technology has encouraged teachers to integrate digital learning media into English classrooms. However, research on Canva-based interactive e-books for vocabulary learning through narrative texts at the junior high school level remains limited. Therefore, this study aimed to develop a Canva-based interactive e-book and evaluate its validity and feasibility for English vocabulary instruction. This Research and Development (R&D) study adopted Sugiyono's adaptation of the Borg and Gall model, consisting of five stages: product development, expert validation, limited field testing, wider field testing, and dissemination. The research was conducted at a junior high school in Cimahi, involving two experts in English language education, 10 eighth-grade students in the limited trial, and 21 students in the wider trial. Data were collected through expert validation and student response questionnaires and analyzed using descriptive quantitative analysis. The developed e-book integrates vocabulary materials on narrative texts with visual design, hyperlinks, quizzes, games, and learning exercises. Expert validation achieved a score of 93%, while student response scores reached 93.18% in the limited trial and 91% in the wider trial. These findings indicate that the Canva-based interactive e-book is a valid and feasible medium for teaching English vocabulary.

Keywords: Canva; Interactive E-book; Vocabulary Learning; Narrative Text; EFL Students

INTRODUCTION

Language serves as the primary means of communication, making vocabulary an essential component of successful language learning. In English as a Foreign Language (EFL) contexts, vocabulary knowledge enables learners to understand information, express ideas, and develop the four language skills: listening, speaking, reading, and writing (Lutfiyah & Nuraeningsih, 2022; Rahmasari & Korompot, 2023). Due to the extensive number of English words, learners must continuously expand their vocabulary through meaningful learning experiences and repeated practice (Al Zahrani & Chaudhary, 2022; Bergström et al., 2022).

According to (Nation, 2022), vocabulary learning involves developing both receptive and productive vocabulary through repeated exposure and meaningful language use. Therefore, vocabulary instruction should encourage learners to apply new words in authentic contexts rather than merely memorizing word lists. However, vocabulary learning remains a major challenge for many EFL students because of linguistic factors, such as pronunciation, grammar, and word meaning, as well as non-linguistic factors, including motivation, learning strategies, teaching methods, and classroom environment (Purnomo et al., 2023). These challenges highlight the need for interactive and meaningful instructional media that can facilitate vocabulary acquisition and improve students' learning engagement (Hasan, 2024; Widiarti et al., 2024).

According to the ICAP Framework proposed by (Chi & Wylie, 2014), meaningful learning occurs when learners actively engage with instructional materials. Higher levels of cognitive engagement, particularly constructive and interactive activities, encourage deeper understanding than passive learning. Therefore, vocabulary instruction should provide opportunities for students to interact with learning materials through meaningful activities. Recent studies have also reported that interactive digital learning environments promote students' engagement and participation in English language learning (Fathoni et al., 2024; Lo, 2023). These principles of active learning can be effectively implemented through digital instructional media that integrate interactive multimedia features.

The rapid advancement of digital technology has transformed educational practices, including English language teaching, by encouraging the integration of interactive digital learning resources. The use of interactive multimedia has become an important innovation in creating more engaging learning experiences, while the widespread use of digital devices has increased students' access to digital learning materials (Fathoni et al., 2024; Muthukrishnan et al., 2024). Guided by (Mayer, 2021) Cognitive Theory of Multimedia Learning, instructional media that integrate text, images, audio, videos, hyperlinks, and interactive activities can facilitate learning by presenting information through multiple channels. Interactive e-books represent one application of this theory by combining these multimedia elements within a single digital learning resource that supports classroom instruction and independent learning.

Recent studies have highlighted the potential of Canva in English language learning. (Febriyanti & Haryanto, 2024) reported that Canva-based instructional media supported vocabulary learning by providing engaging learning materials. Likewise, (Widiarti et al., 2024) found that Canva-designed learning materials created visually attractive learning experiences for junior high school students. (Nur Fitria et al., 2024) also emphasized that Canva facilitates the development of interactive instructional materials that encourage students' participation during learning activities. In addition, (Day et al., 2024) reported that interactive e-books integrating multimedia features supported students' vocabulary learning and independent learning. Collectively, these studies suggest that Canva and interactive e-books offer promising opportunities for supporting English vocabulary instruction through interactive digital learning resources.

Although previous studies have reported the use of Canva in English language learning (Febriyanti & Haryanto, 2024; Nur Fitria et al., 2024; Widiarti et al., 2024) most have focused on developing presentation media, flashcards, or other visual learning materials. Limited attention has been given to the development of a Canva-based interactive e-book specifically designed for English vocabulary learning among eighth-grade EFL students. Moreover, studies describing the systematic development process and expert validation of such instructional media remain limited. Based on these gaps, this study develops a Canva-based interactive e-book that integrates text, images, audio, hyperlinks, interactive quizzes, and vocabulary exercises into a single digital learning resource. Developed through a Research and Development (R&D) approach, the study systematically describes the product development process, examines its validity through expert judgment, and investigates students' responses toward the developed product. Therefore, this study contributes to the development of technology-integrated instructional media by providing an expert-validated Canva-based interactive e-book as an alternative learning resource for English vocabulary instruction in junior high school.

Based on the identified research gaps, this study aims to develop a Canva-based interactive e-book for English vocabulary learning among eighth-grade EFL students. Specifically, the study aims to describe the development process of the interactive e-book, examine its validity through expert judgment, and investigate students' responses toward the developed product. It is expected that the developed interactive e-book can serve as an alternative digital learning resource to support English vocabulary instruction in junior high school.

METHOD

This study employed a Research and Development (R&D) approach to develop a Canva-based interactive e-book for English vocabulary learning among eighth-grade junior high school students. The development procedure adopted (Sugiyono's, 2019) adaptation of the (Borg and Gall, 2003) R&D model, consisting of five stages: (1) product development, (2) expert validation, (3) limited field testing, (4) wider field testing, and (5) dissemination. These stages were implemented to ensure that the developed product met the required standards of validity, practicality, and feasibility before being introduced for classroom use (Tahang et al., n.d.).

The overall development procedure is presented in Figure 1.

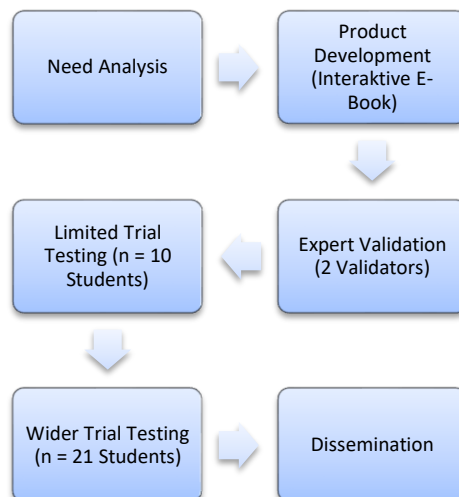


Figure 1. Research and Development Procedure

The research was conducted Junior High School, Cimahi, in 2026. The participants were eighth-grade EFL students selected through purposive sampling because they had studied narrative texts and represented the intended users of the developed interactive e-book. The limited field testing involved 10 students to obtain preliminary feedback on the product, while the wider field testing involved 21 students to evaluate its practicality and feasibility in a broader learning context. Before the field testing stages, the developed e-book was evaluated by two lecturers from the English Education Department who served as expert validators. Both validators had expertise in English language teaching and instructional media development. They evaluated the product in terms of content suitability, language use, presentation, visual appearance, and functionality. The feedback and recommendations provided by the validators were used to revise the product before it was implemented in the classroom.

The primary research instrument used in this study was a questionnaire developed by the researcher to collect data during the expert validation and field testing stages. The questionnaire was designed based on the objectives of the study, the characteristics of the Canva-based

interactive e-book, and relevant literature on instructional media evaluation. Before being administered, the instrument was reviewed by two English Education lecturers to ensure the clarity, relevance, and appropriateness of each questionnaire item. The suggestions provided by the validators were used to revise and finalize the instrument prior to its field testing stage.

The questionnaire consisted of 11 items organized into three assessment aspects: visual, interactive, and material. Similar questionnaires have been widely used to evaluate educational products in previous R&D studies (Saragih et al., 2026). The visual aspect included two items evaluating the attractiveness of the e-book and the readability of the text and layout. The interactive aspect consisted of two items assessing the interactive activities and the accessibility of hyperlinks and other interactive features. The material aspect comprised seven items evaluating the clarity of explanations, completeness of the learning materials, relevance of vocabulary, relationship between learning materials and exercises, systematic presentation, appropriateness of language, and suitability of the vocabulary presented in each chapter. The questionnaire was used during the expert validation stage to obtain feedback and suggestions for improving the developed e-book. The same questionnaire was also administered during the limited and wider field testing stages to collect students' responses after using the Canva-based interactive e-book. All questionnaire items employed a four-point Likert scale consisting of 4 = Very Good, 3 = Good, 2 = Fair, and 1 = Poor.

The data collection procedure followed the five stages of the Research and Development model. First, a needs analysis was conducted to identify students' learning needs and curriculum requirements. Second, a Canva-based interactive e-book was designed and developed based on the results of the needs analysis. Third, the product was evaluated by two expert validators, and revisions were made according to their recommendations. Fourth, the revised product was implemented in a limited field test involving 10 students. Based on the students' responses, the product was revised before being administered in a wider field test involving 21 students. After the wider field test, the product was refined through a final revision by considering the feedback obtained during the field testing. Finally, the revised interactive e-book was disseminated as an alternative instructional medium for English vocabulary learning. Prior to conducting the research, permission was obtained from the principal of Junior High School at Cimahi. The study was conducted with the approval of the English teacher and the school administration. All participants were informed about the purpose of the research, and their participation was voluntary. The collected data were used solely for research purposes, and the identities of the participants were kept confidential to protect their privacy.

The data analysis was conducted to answer the two research questions of this study. The first research question, concerning the development process of the Canva-based interactive e-book, was analyzed descriptively by describing each stage of the Research and Development procedure. The second research question, concerning students' responses toward the developed e-book, was analyzed using descriptive quantitative analysis.

The questionnaire scores obtained from both the expert validators and the students were converted into percentage values using the following formula:

$$P = (\Sigma X / \Sigma X_i) \times 100\%$$

where P represents the percentage score, ΣX is the total score obtained, and ΣX_i is the maximum possible score. The percentage scores were interpreted according to the feasibility criteria proposed by (Sugiyono, 2019), as presented in Table 1.

Table 1. Feasibility Criteria

Percentage (%)	Category
81 - 100	Very Feasible
61 - 80	Feasible
41 - 60	Fairly Feasible
21 - 40	Less Feasible
0 - 20	Not Feasible

RESULTS AND DISCUSSION

Results

1. Need Analysis

The needs analysis was conducted through an interview with the English teacher Junior High School at Cimahi and classroom observations carried out during the researcher's teaching practicum (PPL). The interview revealed that students experienced difficulties in retaining newly learned English vocabulary. To help students remember vocabulary, the teacher required them to keep a small vocabulary notebook in which (Teng, 2023) they recorded new words introduced during each English lesson. Although this strategy encouraged students to expand their vocabulary, the learning process still relied mainly on printed materials and conventional teaching methods. The classroom observations supported these findings. English instruction was primarily conducted using textbooks and students' vocabulary notebooks, with no multimedia or interactive digital learning media integrated into the teaching process. As a result, students had limited opportunities to learn vocabulary through engaging visual and interactive activities. These findings are consistent with (Teng, 2023), who argued that vocabulary learning can be enhanced through multimedia resources that combine verbal and visual information to create more meaningful learning experiences. Similarly, (Handikaningtyas et al., 2025) reported that interactive digital learning media encourage greater student engagement and provide more varied learning experiences than conventional instructional materials. Therefore, a Canva-based interactive e-book was developed to support English vocabulary learning among eighth-grade EFL students.

2. Product Development

Based on the results of the needs analysis, a Canva-based interactive e-book entitled Vocabulary in Narrative Text was developed to support English vocabulary learning among eighth-grade EFL students. The e-book was designed as a digital learning resource that integrates narrative text materials with vocabulary learning activities in an organized and engaging format. It was developed using Canva and can be accessed digitally through smartphones, tablets, or computers, allowing students to learn both inside and outside the classroom.

The developed e-book consists of five chapters covering different types of narrative texts, namely Legend, Fable, Fairy Tale, Myth, and Folklore. Each chapter follows a consistent learning sequence consisting of Definition, Generic Structure, Language Features, Example Text, Exercise, and Reflection. This systematic organization enables students to learn each type of narrative text gradually while developing their English vocabulary through contextual reading activities.

One of the main characteristics of the developed e-book is the integration of vocabulary learning within the narrative texts. Rather than presenting vocabulary as isolated word lists, new words

are introduced through reading passages, language features, vocabulary analysis, and contextual examples. This organization allows students to understand the meaning and use of vocabulary within authentic contexts before applying it in learning activities.

The interactive feature of the e-book is specifically provided in the Exercise section of each chapter. Unlike the learning material sections, the Exercise section contains three interactive buttons that connect students to game-based learning activities through embedded hyperlinks. These interactive activities include educational games, quizzes, and vocabulary practice designed to reinforce the vocabulary presented in each chapter. By completing these activities, students are encouraged to review the learning materials, practice vocabulary independently, and participate more actively in the learning process.

Another characteristic of the developed e-book is its visual design. The e-book was designed using colorful layouts, illustrations, icons, and readable typography to create an attractive learning environment for students. The combination of systematic learning materials, contextual vocabulary learning, interactive game-based exercises, and visually appealing design distinguishes the developed e-book from conventional printed learning materials and supports a more engaging English vocabulary learning experience.

To provide a clearer overview of the developed product, Figure 2 illustrates the main features of the Canva-based interactive e-book, including its cover page, learning materials, exercise section, and examples of the interactive activities.

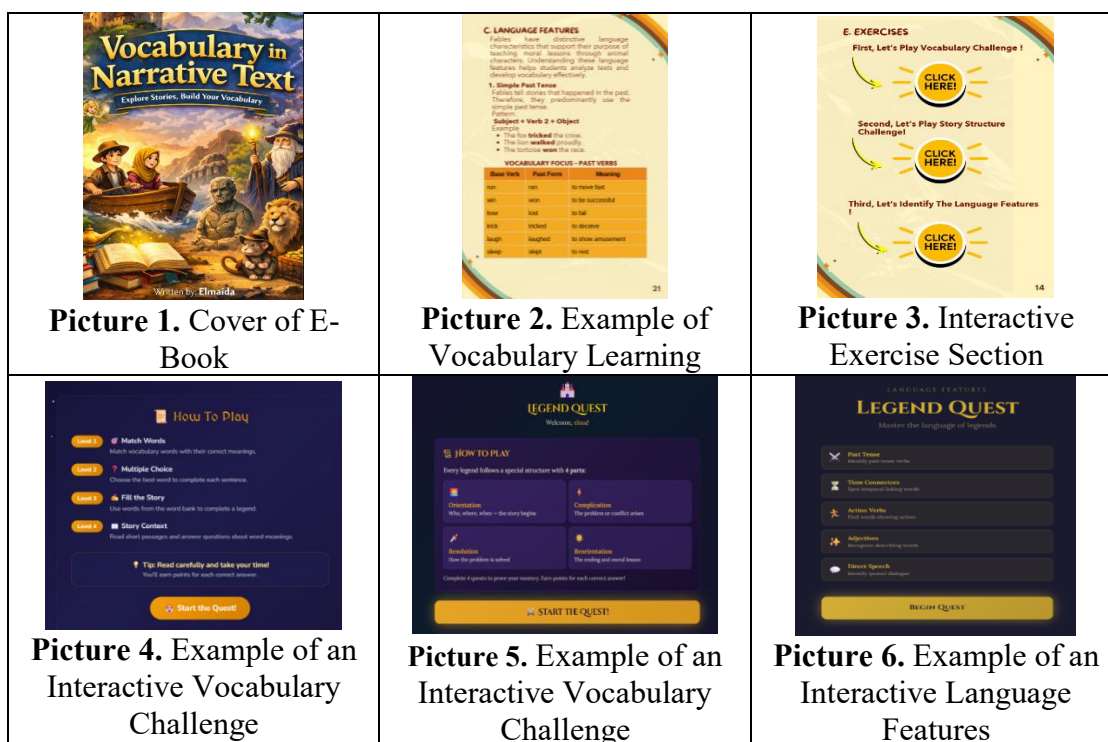


Figure 2. Main Features of the Developed Canva-Based Interactive E-book

Figure 2 presents the main features of the developed Canva-based interactive e-book. Figure 2(a) shows the cover page of the e-book, Figure 2(b) presents an example of the vocabulary learning materials integrated into a narrative text, Figure 2(c) illustrates the Exercise section containing the three interactive buttons, and Figures 2(d), 2(e), and 2(f) display examples of the interactive games and quizzes that students access through the embedded hyperlinks.

3. Expert Validation Results

The developed Canva-based interactive e-book was evaluated by two English Education lecturers before being implemented in the field testing stages. The evaluation was conducted using the validation instrument described in the research instrument section, which consisted of 11 indicators grouped into three assessment aspects: visual, interactive, and material. The visual aspect evaluated the appearance and readability of the e-book, the interactive aspect assessed the accessibility and attractiveness of the interactive activities, and the material aspect examined the suitability, organization, and clarity of the learning materials. The validation results for each assessment aspect are presented in Table 2.

Table 2. Expert Validation Results

Aspect	Indicators	Expert 1	Expert 2	Category
Visual	Attractive appearance; readability of text and layout	87,5%	100%	Very Feasible
Interactive	Interactive activities; accessibility of hyperlinks and interactive features	87,5%	100%	Very Feasible
Material	Clarity of explanations; completeness of learning materials; relevance of vocabulary; relationship between learning materials and exercises; systematic presentation; appropriateness of language; suitability of vocabulary	85,7%	100%	Very Feasible
Overall	11 Indicators	86%	100%	Very Feasible

Table 2 shows that all assessment aspects were categorized as Very Feasible by both validators. For Expert 1, the visual aspect obtained 87.5%, indicating that the overall appearance, typography, and layout of the e-book were appropriate, although several improvements were suggested to enhance readability. The interactive aspect also received 87.5%, demonstrating that the hyperlinks and game-based activities were considered functional and capable of supporting students' vocabulary learning. Meanwhile, the material aspect obtained 85.7%, indicating that the narrative text materials, vocabulary content, language use, and learning activities were appropriate for eighth-grade EFL students, with only minor revisions recommended.

In contrast, Expert 2 assigned the maximum score (100%) for all assessment aspects, indicating that the developed e-book met the established evaluation criteria. Nevertheless, the validator provided a suggestion to improve the visual presentation by reducing the font size and adjusting the spacing between several text sections to further enhance readability.

Overall, the developed Canva-based interactive e-book obtained an average validation score of 93%, which falls within the Very Feasible category according to Sugiyono (2019). Therefore, the product was considered suitable for implementation after incorporating the validators' suggestions.

Table 3. Product Revision Based on Expert Feedback

Expert Feedback	Before Revision	After Revision
The text size was too large and the spacing between texts was too close.	Some sections of the e-book contained oversized text and insufficient spacing between lines and paragraphs.	The font size was reduced and the spacing between lines and paragraphs was adjusted to improve readability and provide a cleaner layout

Based on the experts' feedback, several revisions were made to improve the quality of the interactive e-book before it was tested with students. Expert 1 considered the developed e-book suitable for use and did not recommend major revisions. Meanwhile, Expert 2 suggested improving the visual presentation of the e-book because some texts appeared too large and closely spaced. Therefore, the font size was adjusted and the spacing between lines and paragraphs was improved to enhance readability and create a more organized layout. After these revisions, the e-book was considered suitable for use in the limited and wider trials.

4. Students' Responses

a. Limited Trial Results

The limited trial involved 10 students. The results of students' responses are presented in Table 4.

Table 4. Limited Trial Results

No	Indicator	Percentage (%)	Category
1	The e-book has an attractive appearance	100%	Very Feasible
2	The text is clear and easy to read, and the layout is neat and organized	97%	Very Feasible
3	The games/activities in the e-book make learning more enjoyable	95%	Very Feasible
4	The links or interactive features are easy to access	87%	Very Feasible
5	The explanations in the e-book help students better understand the text	92%	Very Feasible
6	The material covers important components of narrative texts comprehensively	95%	Very Feasible
7	The vocabulary material is relevant to the context of narrative texts	95%	Very Feasible
8	The material is well-connected to the exercises provided	85%	Very Feasible
9	The material is presented systematically and logically	95%	Very Feasible
10	The language used is appropriate for eighth-grade students	92%	Very Feasible

No	Indicator	Percentage (%)	Category
11	The vocabulary is appropriate to the content of the story in each chapter	92%	Very Feasible
Average		93.18%	Very Feasible

Based on Table 4, all indicators were categorized as Very Feasible, with an overall average score of 93.18%. These findings indicate that the students gave positive responses to the developed Canva-based interactive e-book during the limited field trial.

The highest score (100%) was obtained for the appearance of the e-book, indicating that the visual design successfully attracted students' attention. The indicator related to text readability and layout also received a high score (97%), suggesting that students found the learning materials easy to read and well organized. In addition, the interactive games and activities obtained 95%, showing that students responded positively to the interactive learning activities provided in the e-book. The indicator regarding the accessibility of the hyperlinks and interactive features received 87%, indicating that the interactive activities could generally be accessed by the students during the learning process.

The material-related indicators also received positive responses. Students agreed that the explanations helped them understand the learning materials, the narrative text materials were appropriate, the vocabulary was relevant to the content of each chapter, the exercises supported vocabulary learning, the learning materials were presented systematically, and the language used was suitable for eighth-grade students. Overall, these findings indicate that the developed Canva-based interactive e-book was well received by the students and was considered suitable for implementation in the wider field trial.

b. Wider Trial Result

The wider trial involved 21 students. The results are presented in Table 5.

Table 5. Wider Trial Result

No	Indicator	Percentage (%)	Category
1	The e-book has an attractive appearance	95%	Very Feasible
2	The text is clear and easy to read, and the layout is neat and organized	94%	Very Feasible
3	The games/activities in the e-book make learning more enjoyable	96%	Very Feasible
4	The links or interactive features are easy to access	88%	Very Feasible
5	The explanations in the e-book help students better understand the text	90%	Very Feasible
6	The material covers important components of narrative texts comprehensively	86%	Very Feasible
7	The vocabulary material is relevant to the context of narrative texts	89%	Very Feasible
8	The material is well-connected to the exercises provided	92%	Very Feasible

No	Indicator	Percentage (%)	Category
9	The material is presented systematically and logically	95%	Very Feasible
10	The language used is appropriate for eighth-grade students	87%	Very Feasible
11	The vocabulary is appropriate to the content of the story in each chapter	91%	Very Feasible
Average		91%	Very Feasible

The wider field trial involved 21 eighth-grade students to obtain students' responses after using the developed Canva-based interactive e-book. The results of the student response questionnaire are presented in Table 5.

Based on Table 3, all indicators were categorized as Very Feasible, with an overall average score of 91%. These findings indicate that the students gave positive responses to the developed Canva-based interactive e-book during the wider field trial.

The highest score (96%) was obtained for the interactive games and activities, indicating that the game-based exercises successfully supported students' vocabulary learning. High scores were also obtained for the appearance of the e-book (95%), the systematic presentation of the learning materials (95%), and the readability of the text and layout (94%), suggesting that the students positively responded to both the visual design and the organization of the learning materials. In addition, the indicators related to the relevance of the exercises, vocabulary content, language use, and learning explanations also received positive responses, with all scores remaining within the Very Feasible category.

Overall, the findings demonstrate that the developed Canva-based interactive e-book was well accepted by the students during the wider field trial. The consistently high scores across all indicators indicate that the product fulfilled the expected criteria as an interactive learning medium for supporting English vocabulary learning among eighth-grade students.

Discussion

The findings of this study indicate that the Canva-based interactive e-book was successfully developed through the five stages of the Research and Development model and received positive evaluations from both expert validators and students. Rather than only demonstrating that the product is feasible for classroom use, these findings suggest that the development process produced a digital learning resource that aligns with students' learning needs and the characteristics of English vocabulary learning at the junior high school level.

The need analysis revealed that students experienced difficulties in learning English vocabulary because classroom instruction primarily relied on printed materials and vocabulary notebooks, with limited use of multimedia and interactive learning activities. According to the English teacher, students were asked to record new vocabulary in a notebook during each lesson, but the learning process did not incorporate digital media or interactive features that could encourage greater student engagement. These findings indicate the need for a more interactive learning medium that combines vocabulary learning with attractive visual elements and technology-based activities. This finding can be interpreted through the ICAP Theory, which proposes that students achieve deeper learning when they actively interact with learning

materials rather than passively receiving information. By providing opportunities for students to participate in interactive activities, learning resources can encourage higher levels of cognitive engagement. This interpretation is supported by (Sim & Ismail, 2023), who reported that digital learning media promote students' engagement and participation during English language learning.

The development of the interactive e-book was designed to respond to these identified needs by integrating vocabulary learning into narrative texts and providing interactive exercises through Canva. Rather than presenting vocabulary as isolated word lists, the e-book introduces new vocabulary within meaningful reading contexts and allows students to reinforce their understanding through quizzes, games, and other interactive activities located in the exercise section of each chapter. This design is consistent with Nation's Vocabulary Learning Theory, which emphasizes that vocabulary is learned more meaningfully when words are encountered repeatedly in authentic and contextualized language use. The interactive exercises also reflect the principles of Mayer's Cognitive Theory of Multimedia Learning, which explains that combining verbal information with relevant visual elements can facilitate learners' cognitive processing. Therefore, the positive responses obtained from students may be explained not only by the visual attractiveness of the e-book but also by the integration of contextual learning materials with interactive digital activities. Similar findings were reported by (Day et al., 2024) and (Yu & Trainin, 2022), who found that technology-supported vocabulary learning provides meaningful learning experiences when vocabulary is presented through contextualized digital resources.

The expert validation results further support the quality of the developed product. The validators considered the e-book to be highly feasible, while recommending only minor revisions related to text size and spacing to improve readability. These findings indicate that the overall content, organization, and visual presentation of the e-book met the expected standards for instructional materials. The suggested revisions were related to the presentation of the product rather than its instructional content, demonstrating that the development process successfully produced a learning resource that was considered appropriate before being implemented in student trials. This finding is consistent with educational product development principles, which emphasize that expert validation is an essential stage for ensuring that instructional materials are suitable for classroom use before wider implementation. Similar conclusions were reported by (Tahang et al., n.d.), who emphasized the importance of expert review in improving the quality of digital learning media during the development process.

Students also provided positive responses during both the limited and wider field trials. Rather than indicating that the product improves learning achievement, these responses demonstrate that students accepted the developed e-book as an appropriate learning medium for English vocabulary learning. The highest responses were consistently found in the visual appearance of the e-book, the organization of the learning materials, and the interactive games included in the exercise section. These findings suggest that attractive visual design and interactive learning activities play an important role in encouraging students to participate actively in vocabulary learning. This interpretation is supported by Mayer's Cognitive Theory of Multimedia Learning, which explains that well-designed combinations of text, images, and interactive elements help learners process information more effectively. Furthermore, from the perspective of ICAP Theory, the interactive exercises encourage students to engage actively with the learning materials through quizzes and game-based activities instead of merely reading the content.

Previous studies by (Febriyanti & Haryanto, 2024) also reported that Canva-based learning media encourage students' participation and create more engaging English learning experiences. The findings of this study contribute to the growing body of research on digital learning media by demonstrating a systematic process for developing a Canva-based interactive e-book for English vocabulary learning through narrative texts. Unlike many digital learning resources that primarily present instructional content, the developed e-book integrates contextual vocabulary learning with interactive exercises, including quizzes and educational games, within a single digital platform. This combination provides teachers with an alternative instructional resource that supports vocabulary learning while encouraging students to engage actively with the learning materials.

This study focused on developing a Canva-based interactive e-book and describing students' responses toward the developed product. Therefore, the findings provide information about the development process and students' responses rather than the impact of the e-book on students' vocabulary achievement. The developed product may serve as an alternative learning medium for English vocabulary learning in junior high schools. Future studies may expand this research by implementing the product in different educational settings or by involving a larger number of participants to obtain broader insights into its use.

CONCLUSION

This study successfully developed a Canva-based interactive e-book for English vocabulary learning through narrative texts for eighth-grade EFL students by following the five stages of the Research and Development (R&D) model adapted from Borg and Gall by Sugiyono. The systematic development process, which included needs analysis, product development, expert validation, field testing, and dissemination, resulted in a digital learning resource that is appropriate for use in English vocabulary instruction.

The findings also show that both the expert validators and the students responded positively to the developed e-book. These responses indicate that the product has appropriate visual design, learning materials, and interactive features that support vocabulary learning through narrative texts. Therefore, the research objectives of developing the product and describing students' responses were successfully achieved.

Theoretically, this study supports the application of contextual vocabulary learning and multimedia learning principles in the development of digital instructional media. Practically, the developed e-book provides English teachers with an alternative digital learning resource that can be integrated into vocabulary instruction, particularly for narrative text materials at the junior high school level.

This study was limited to the development of the product and the investigation of students' responses in one junior high school. Therefore, the findings should be interpreted within the scope of product development rather than as evidence of the product's impact on students' vocabulary achievement. Future studies are recommended to implement the developed e-book in different schools and educational contexts to obtain broader insights into its application and to further refine the product based on diverse learning needs.

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