

Developing Task-Based Teaching Materials Using Canva in Teaching Reading Recount Text to 8th Graders of Junior High School

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Abstract

Reading proficiency has become one of the most essential skills to master, particularly for EFL learners. However, students frequently encounter various difficulties during the reading process. To address these challenges, this study aims to develop task-based reading teaching materials for recount texts using Canva and to evaluate the feasibility and practicality of the product. Using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), this study involved 37 eighth-grade students. Data were collected through field notes, validation sheets, students' questionnaires, and interviews. The results of the study indicated that the process of developing teaching materials was successfully completed through the five stages of the ADDIE model. The feasibility test conducted by experts obtained an average score of 90.5% (highly valid), indicating the product's suitability for classroom use. Furthermore, student responses from the questionnaire earned a score of 78.44% (valid), which was supported by qualitative data from interviews and field notes revealing that the gamification features and glossary were proven to significantly increase students' reading motivation, although teacher guidance was still needed during the task cycle to help them understand the instructions. In conclusion, this TBL-based reading teaching material using Canva is effective and highly suitable for the junior high school level.

Keywords: Teaching Materials; Canva; Task-Based Learning; Recount Text; Reading Comprehension; ADDIE Model

INTRODUCTION

In foreign language acquisition, reading skill plays a crucial linguistic role. Through reading activities, students are able to gather substantial information, expand vocabulary, and develop other language skills. Reading comprehension is a basic skill that EFL learners must have in order to receive information and improve effective communication; therefore, collaboration between teachers and students is required to make reading activities more meaningful (Cárdenas, 2020; Rahmadillah et al., 2025). Consequently, reading comprehension has become a crucial foundation in the process of learning English. However, most EFL learners still face various obstacles in mastering reading comprehension skills. Reading difficulties can be caused by various factors, such as limited vocabulary, difficulty in interpreting meaning, inability to identify main ideas, and even factors related to their home environment (Annisa et al., 2023; Hidayati et al., 2025; Sumedi & Putri, 2025). These complex challenges indicate that mastering reading comprehension requires systematic instructional support to guide students in processing texts effectively.

Low English reading proficiency poses a significant obstacle in achieving national educational goals, particularly at the secondary school level in Indonesia. When engaging with English-language texts, the majority of Indonesia students still face various challenges. A study by

Seknun & Matdoan (2024) cited a statement from the Programme for International Student Assessment (PISA) Team of the Research and Development Agency, Ministry of National Education of Indonesia, reporting that Indonesian students' reading literacy is at an alarming level. The urgency of this issue is further highlighted by a needs analysis conducted among eighth-grade students in a junior high school in Bandung. The research findings indicate that some students have a strong interest in using spoken English fluently and effectively as a communication tool, which demonstrates their awareness of the importance of English as a global language. This situation motivates students to improve their communicative competence, in line with Masluha et al. (2025) view that the ability to use English effectively in communication is a crucial part of building connections with others, more than just a basic skill required in various professional and social contexts. Therefore, utilizing students' positive attitudes toward language communication is essential in designing instruction that supports their overall language proficiency.

However, despite their high level of motivation, they still face difficulties in understanding English, particularly when it comes to written texts. Septia et al. (2022) report that the most common difficulty faced by students is understanding long sentences with complex structures. Most students read word by word and rely heavily on visual cues, which affects their reading speed and disrupts their reading comprehension. This situation subsequently leads to low reading comprehension skills among students, as well as low self-confidence in expressing themselves in English. This condition shows a gap between students' learning goals and their language ability. Limited comprehension ability hinders the development of both receptive skills (reading and listening) and productive skills (speaking and writing). On the other hand, the learning process in the classroom is still dominated by the use of textbooks with limited variation of learning resources. Irambona et al. (2023) further state that the lack of English learning media in schools makes the reading process ineffective and hinders students' understanding the subject matter, causing them to become passive learners in developing English competence comprehensively.

To address the complexity of these reading difficulties, integrating interactive digital media and a student-centered pedagogical approach is necessary. The Canva application is considered an innovative solution for enhancing student engagement in text comprehension and supporting more practical technology-based learning (Gurning et al., 2024; Utami & Munisah, 2026). The recount text was selected as the primary focus to align with the 8th grade junior high school curriculum for the second semester. Therefore, the implementation of the Task-Based Learning (TBL) method was chosen to complement these visual materials. Through a series of meaningful task cycles in TBL, the focus of learning shifts from merely memorizing language structures to problem-solving activities that require students to actively use comprehensive reading strategies.

Task-based learning also aligns with the theory of social constructivism by Vygotsky (1978, as cited in Wibowo et al., 2025), which emphasizes that cognitive and language development occur through social interaction within the Zone of Proximal Development (ZPD), where learners can achieve higher-level skills with the help of peers or teachers through the process of scaffolding. Ellis (2003, as cited in Ha et al., 2022) further elaborates on this approach by developing a systematic TBL framework, comprising the pre-task stage for topic introduction, the during-task stage for task implementation, and the post-task stage for reflection. The advantages of using TBL in teaching materials include creating interactive learning experiences, ensuring relevance to the curriculum, and providing scaffolding for students to complete given tasks (Saputro et al., 2021). Thus, TBL not only enhances authentic language

proficiency but also develops critical thinking skills, independent learning, and student motivation through contextual learning experiences.

Several previous studies have sought to address difficulties in reading comprehension of recount texts through various interventions, such as the development of an interactive e-book based on Canva, which has been proven to be highly effective (Zendrato et al., 2025), the use of the Listen-Read-Discuss (LRD) strategy, shown to improve students' reading behaviour (Amaliya et al., 2023), and the implementation of the Task-Based Learning (TBL) method for recount texts, resulting in higher reading scores compared to conventional methods (Regar et al., 2025). However, despite these valuable findings, there remains a significant gap in that these studies generally test these elements separately. Most Canva-based digital modules remain one-way, while the implementation of TBL is often insufficiently supported by custom-designed visual media. Furthermore, there is still a limited amount of teaching materials that effectively integrate external gamification platforms into Canva-based TBL media.

To bridge the research gap, the study focuses on developing task-based reading teaching materials using Canva following the ADDIE model. The distinctive novelty of the developed teaching materials lies in the integration of external gamification platforms via QR codes and interactive links within the TBL task cycle, transforming passive reading exercises into dynamic game-based missions for middle school students. Furthermore, this study aims to describe the development process of the product, evaluate its feasibility, and explore students' responses to the use of the developed module in the classroom.

METHOD

This study employed the Research and Development (R&D) method using the ADDIE model to guide the teaching material development process, to assess the product's feasibility through expert validation, and to explore students' responses during classroom trials. The ADDIE model consists of Analysis, Design, Development, Implementation, and Evaluation. A structured groundwork to assist educators in designing and developing effectual learning experience (Adeoye et al., 2024). The participants of this study were eight-grade students at a Junior high school in Kutawaringin. The class consisted of 41 students in total, with 15 participating in the limited trial and all students participating in the extensive trial. The research location is chosen due to the lack of digital and interactive teaching media integration in the classroom. Furthermore, the specific class was selected based on students' intermediate level of English proficiency, ensuring a balance between higher and lower-achieving students. Here is a breakdown of the research conducted at each stage of the ADDIE model.

Analysis

Several research instruments were used to gather relevant data and answer research questions. In the analysis phase, a student needs analysis questionnaire was conducted to the eighth-grade students. This instrument was designed based on the target and learning needs framework by Hutchinson & Alan (1987) to investigate the students' preferences in teaching materials, including learning needs, familiarity with digital platforms, and their difficulties in learning English in class. Based on the data, clear research objectives were established, along with the criteria needed to develop a teaching material that could meet the needs of students.

Design

In this stage, the process of preparing the initial design of the product in the form of teaching materials to be developed begins. Designed to contain complete material on recount text,

learning activities, reading comprehension exercises using a Task-Based Learning approach, as well as the application of visual and interactive gamification. Field notes were used to document and track the process of teaching material development systematically, including the stages of developing the teaching materials, obstacles encountered, as well as important decisions and suggestions taken by the researcher. This instrument adapted from the theory proposed by Creswell (2012) which highlights that field notes function to record activities, processes, and researcher reflections during the study.

Development

The development stage covers the process of creating the teaching materials that have previously been prepared in the design stage. The researcher utilized the Canva platform to develop the teaching materials by inserting attractive multimedia elements and compiling reading comprehension exercises with various task types and interactive activities to support students' active engagement in the classroom. Subsequently, the developed teaching materials are then validated by material experts and media experts to obtain assessments and feedback. The validation sheet employed a four-point Likert-type scale adapting the material validation criteria proposed by Tomlinson (2011). The data obtained from the expert validation sheets were calculated using Aiken's V formula (Aiken, 1985), as implemented in the recent instrument validation study conducted by Nurjanah et al. (2023). The score interpretation criteria were as follows: >80% (very valid), 60% -79% (valid), 40% - 59% (fairly valid), 20% - 39% (not valid), <20% (very not valid).

Implementation

The revised and validated teaching materials were then implemented with the selected eighth-grade students. At this stage, the researcher conducted two stages of trials: a limited trial consisting of 15 selected students and an extensive trial involving the entire class. Two instruments were used to collect the necessary data during this phase. A students' response questionnaire adapted from the theory proposed by Guskey (2000, as cited in Zeggelaar et al., 2022) was administered to gather student feedback and evaluate the feasibility of the teaching materials from their perspective as the target users. The data obtained were then analyzed using the formula proposed by Sugiyono (2015, as cited in Pratiwi & Dewi, 2022) to determine the final percentage of the product's feasibility from the students' perspective. The final percentage scores were categorized using the same five-level feasibility as previously established. Additionally, a semi-structured interview featuring questions based on Tomlinson (2011) theory was conducted to gain a deeper understanding of the students' responses regarding the accessibility, language use, and relevance of the product to their needs as well as to gather possible feedback and suggestions. The data from the interviews were then analyzed using thematic analysis. The researchers transcribed the interview recordings, and the transcripts were then coded according to the topics discussed in the interviews to provide a deeper context and support the quantitative findings.

Evaluation

In the final stage, the researcher conducted an evaluation to assess the overall quality of the teaching materials based on all collected data. First, the data from expert validation sheets were evaluated to determine the feasibility level of the materials. Second, the data from the students' response questionnaires (including students' impression and visual appeal, material understanding, implementation, and learning outcomes) were then calculated into percentages to measure product feasibility from students' perspective. Lastly, the results of the student interviews were analyzed to find out their deeper opinions, including their first impressions, language clarity, learning activities, and suggestions. By combining these quantitative and

qualitative data, the researcher could draw a clear conclusion about the final quality and feasibility of the developed teaching materials.

RESULTS AND DISCUSSION

Results

This section presented the data gathered during the development stages of the teaching materials. The collected information was analyzed systematically to primarily address the three research questions of this study: the process of developing the product, overall feasibility based on expert validation, and the students' responses towards the developed teaching materials.

1. Process of Developing Teaching Materials

This section addresses the first research question regarding the process of developing teaching materials, as detailed in the analysis and design phases. It provides specifics on how the analysis of student needs was conducted in the field, which was then used to create a draft for TBL reading materials using Canva.

Analysis

During the analysis phase, the researcher conducted a needs analysis questionnaire to identify learning barriers and the preferences of eighth-grade students regarding English teaching materials. The data collected shows 58.3% of the students consider speaking skills as the most difficult in language learning, while the remaining students were spread across other competencies. Most primarily struggled with listening, followed by a small number of students who found reading and writing are more challenging. Outside the classroom environment, 66.7% of students rarely or never used English, highlighting the lack of language exposure. Interactions with peers during lessons, such as chatting, were also seen as a distraction by 58.3% of students that disrupted their concentration during lessons. These underlying language barriers were closely linked to speaking proficiency; the majority of students struggled specifically with fluency and pronunciation, while the rest were held back by limited vocabulary, complex learning material, and rigid grammatical rules.

An assessment of students' learning needs and preferences provided a solid foundation for designing new learning tools and bridging learning gaps. A total of 69.4% of students preferred active learning activities, such as interactive games and short videos. Although most students admitted that they rarely used digital tools like Canva or Quizizz in their English lessons, their responses to open-ended questions demonstrated remarkable enthusiasm for integrating interactive digital media into their learning routines. Furthermore, regarding the specifications for the product, 69.4% favored concise and clear explanations, 41.7% preferred direct and practical examples, 52.8% requested step-by-step guidance to help them complete the tasks, and 94.4% agreed for the need for relevance to everyday life. Emphasizing that learning materials must include highly recognizable contexts, such as the school or family environment to enhance their understanding. Ultimately, these cumulative findings serve as the primary guidelines for designing new English language learning materials.

Design

Based on the findings from the needs analysis data, the researcher developed Canva-based teaching materials that integrated task-based learning as the primary learning approach. Task-based learning consists of three main stages: pre-task, task cycle, and post-task. The teaching material was designed to help students in understanding the learning content and enhancing

their reading comprehension, specifically focusing on recount texts. The learning activities were also combined with various gamification platforms to provide engaging and interactive alternatives for students to complete their tasks. The recount text material was divided into four units, with each unit designed for a single learning meeting. Additionally, a final assessment was designed at the end of the materials to evaluate the overall students' mastery and reading comprehension progress. The activities for each stage of TBL were further detailed in table 1.

Table 1. The Integration of Task-Based Learning in Each Unit

Unit	TBL stages	Activity	Digital tools	Purpose
Introduction	Pre-task	Watch a short video	Youtube	Define and find the social purpose of recount text
	Task cycle	Read and identifying recount text	Google Slides	
	Post-task	Spot the Recount	Canva (Pictures)	
Types of Recount text	Pre-task	Guess type of recount by titles	Canva (Tables)	Classify types of recount texts
	Task cycle	Classifying each types of Recount	Genially	
	Post-task	Solving questions	Canva	
Generic Structures	Pre-task	Watch a short video	Youtube	Identify and label the Orientation, Events, and Re-orientation of a recount text
	Task cycle	Rearrange randomized text	Genially	
	Post-task	Fill the blank	Canva	
Language Features	Pre-task	Read and analyze a text	Canva	Analyze language features used in recount texts
	Task cycle	Analyze language features	Google slide & Wordwall	
	Post-task	Read and find the language features	Canva (Tables)	
Final Assessment	Pre-task	Materials review	Canva	Produce a simple recount text
	Task cycle	Filling the assessment	Zep Quiz	
	Post-task	Answer reflection questions	Canva	

Table 1 outlined the integration of the Task-Based Learning (TBL) stages, which consisted of the pre-task, task cycle, and post-task, into five learning units designed to teach recount texts. This instructional sequence was deliberately designed to provide scaffolding for students. In the pre-task stage, digital tools such as YouTube and Canva were used to stimulate students' prior knowledge, reduce learning anxiety, and introduce core materials with minimal cognitive load. Upon entering the task cycle stage, activities shift to high-engagement tasks where students actively analyze, classify, and reorganize texts using interactive platforms such as Genially, Wordwall, and Google Slides. This stage provided the necessary instructional support to aid student understanding, particularly regarding the generic structures and language features of recount texts. Finally, the post-task phase served as an evaluation and reflection phase, primarily using Canva, to allow students to apply what they had previously learned through practice exercises.

2. Feasibility of Teaching Materials

The answer to the second research question regarding the feasibility of the teaching materials was presented in the development phase. This section presents the results of the quantitative data as well as qualitative feedback and revisions from validators and teachers.

Development

During the development stage, the Canva-based teaching materials conceptualized during the design stage were developed into a complete product. The resulting product consisted of an array of learning activities, including materials, individual tasks utilizing gamification platforms, group discussions, and assessments systematically integrated with a task-based learning approach. Upon completing the development process, the teaching materials underwent a validation process by three validators: a material specialist, a media expert, and an English teacher at the school serving as a practitioner to ensure the product's feasibility before conducting the field testing.

Table 2. Expert Validation Result

Aspect	Score	Category
Content Relevance	91%	Very Valid
Language Appropriateness	93%	Very Valid
Task and Activity Design	91%	Very valid
Learning Impact	87%	Very valid

The validation results showed that the developed product received positive feedback from all validators. In terms of content relevance, language appropriateness, task and activity design, and learning impact, 1509aket highly suitable for use as a learning resource. As written in researcher's field notes, a number of improvements were recommended; the media expert validator provided insight regarding the visuals, module layout, instructions, and tasks formatting within the product to 1509aket hem easier for students to understand. Furthermore, the use of English in the module was further simplified to better align with the students' language proficiency. Reflecting the practitioner's the experts' collective feedback, repeated adjustments were carefully made, with a primary focus on visual presentation, grammatical refinement and accuracy of content as followed.



Figure 1. Before Revision



Figure 2. After Revisions

As shown in figures 1 and 2, the revisions documented in the field notes were made to optimize the feasibility of the teaching materials. On the cover page, the character design of the students element was modified based on the media expert validator's input to ensure the illustration blended more cohesively with the theme and background. Furthermore, structural adjustment were made to one of the activities included in the teaching material. Previously, the sequence of activities did not explicitly integrate the stages in the task-based learning approach. Additionally, the material expert validator recommended incorporating clearer and more systematic indicators for each task-based learning stage, as well as providing more comprehensive text examples using simplified grammar. The practitioner validator also emphasized that students could comprehend and retain the material more effectively if the textual components, specifically the language features, were visually distinguished. Therefore, a color-coding pattern has been applied to specific sentences to assist students in comprehending the lessons. These targeted revisions address visual, structural, and linguistic limitations, thereby ensuring the final product's readiness for the implementation stage.

3. Student Response of the Teaching Materials

This final section aimed to address the third research question regarding student responses and the practicality of the product through the implementation and evaluation stages. Data from the student response questionnaire, along with interview results, were presented to support the findings and illustrate how eighth-grade students interacted with the module during the trial test.

Implementation

The implementation phase began with a limited trial test involving 15 selected students as representatives of the target user group. During the trial, the majority of female students gave very positive feedback on the developed teaching materials. They found the recount text material engaging, clear written activity instructions, simple vocabulary selection, and the variety of tasks were accessible and effective in facilitating their reading comprehension through interactive activities. On the other hand, the majority of male students complained that the language used in the module was too difficult to understand. This challenge led to high demand from students for direct translations of both the reading texts and the task instructions.

In response to this feedback, the researcher decided to enrich the number of new vocabulary entries in the glossary. This approach was chosen so that students would remain motivated to analyze texts independently while still receiving assistance in translating unfamiliar vocabulary to bridge their language barriers.

After adding vocabulary entries to the glossary section, the researcher proceeded to the extensive trial phase to test the product's effectiveness in a real classroom setting. This field trial was conducted with the participation of 37 eighth-grade students. At this stage, the trial focused on implementing one of the learning units in the teaching materials. The aim was to identify potential technical and instructional challenges in the field while also testing the feasibility and practicality of the module when directly integrated into classroom learning activities. During the implementation process, the researcher observed differences in student independence at each stage of task-based learning. In pre-task and post-task stages, students demonstrated a very high level of independence and were able to complete the tasks outlined in the module without significant difficulty. The tasks in these two stages were relatively easy to follow, thereby encouraging students' independent engagement. However, upon entering the main stage (task cycle), students' dependence on the teacher increased again. Most students still required additional explanations and guidance from the teacher to understand the workflow for more complex tasks in that phase.

To objectively measure the product's efficacy, the researcher distributed student response questionnaires at the end of each trial test, both limited and extensive, with the objective of gathering student feedback and evaluating the feasibility of the teaching materials. The quantitative data collected from both implementation phases were systematically summarized in table 3 below.

Table 3. Results of Limited and Extensive Trial Tests

Trial Phase	Number of Students (N)	Total Score Obtained	Maximum Ideal Score	Percentage (%)	Feasibility Category
Limited Trial	15	486	600	81.00%	Very Feasible
Extensive Trial	37	1161	1480	78.44%	Feasible

Based on the summarized data above, the teaching materials quantitatively received a positive response, showing a very high suitability percentage in the limited test and a fairly high one in the large-scale test. A slight decrease of 2.56% was found between the limited and extensive trials, the finding also supported by interview data from five volunteer students. During the interview sessions, students acknowledged that their limited language proficiency, which was still at the beginner level, posed a major challenge. This directly impacted the task cycle; students experienced difficulties in understanding and how to proceed with the tasks, even though the written instructions in the module were actually clear and concise. However, these obstacles were effectively overcome after the teacher provided direct support, and group work activities gave students the opportunity to help one another complete the tasks more quickly.

On the other hand, the high final validity scores in the extensive trial were proven by the students' highly enthusiastic qualitative responses to all components of the module. Based on the aspects of User Experience and Learning Impact, students stated that their first impression of this Canva-based module was very enjoyable and boosted their motivation to learn. The use

of full-color and refreshing visuals proved to boost their motivation to read English texts. These findings were supported by the following student statements:

Student 3 - “... Unik, gambarnya variatif, dan pemilihan warna juga kalem.”

Student 4 - “... Aku suka yang ada arti-artinya, sama yang peta tadi.”

(26/05/2026)

Furthermore, regarding the aspects of Content Relevance and Learning Impact, students agreed that this module was far more engaging and effective than the conventional English textbooks they typically use in school. Unlike textbooks, which feature long explanations and implicit meanings in the text, the materials presented in the module were concise and brief and, in a way that's relevant to daily life, complete with real-world examples. This was reflected in the students' comments during the interview session:

Student 1 & 2 - “... Mending pake yang modul, penjelasan dibuku panjang-panjang dan malah bikin pusing.”

(26/05/2026)

Student 5 - “... Modul lebih rame, karena dibuku tuh teks-nya panjang-panjang...”

(26/05/2026)

The students viewed the bolded keywords, integrated interactive games and expanded glossary entries as practical solutions that helped them to better understand recount texts. These features not only allowed them to overcome vocabulary limitations but also significantly boosted their confidence in reading recount texts independently. Overall, the teaching materials were very well received by the students and successfully met the criteria for practical application in the classroom within a real-world context.

Evaluation

The final stage of the ADDIE development model involved both formative and summative evaluation of the teaching materials to assess their quality and practical suitability. Formatively, the researcher has carried out several revisions based on feedback from experts and the teacher at the school. These improvements include refining the cover illustration design, revising task instructions to align with the stages of task-based learning, and the use of colour-coding in the reading text to support students in recognizing the structure of a recount text. This formative evaluation also incorporated feedback gathered during classroom implementation, specifically the addition of glossary entries to address the limited vocabulary of students, most of whom were at beginner level.

Based on the results of classroom trials, the Canva-based teaching materials have proven to be very well received by students. The efficacy was demonstrated by quantitative data from the student feedback questionnaire, with a score of 81% in the limited trial test and a stable score of 78.44% when tested in a larger class. The results of the qualitative analysis from semi-structured interviews demonstrated that this teaching material was able to effectively compensate for a new learning experience. The data collected during trials indicated that the integration of gamification, emphasized on keywords, and contextual text examples relevant to students' daily lives successfully addressed the main obstacle students faced in reading (such as vocabulary and difficulty drawing conclusions), which were frequently encountered in conventional textbooks.

Final feedback from the students indicated that this module not only encouraged them to be more independent, but also boosted their motivation and self-confidence in learning English.

Ultimately, the summative evaluation concluded that these task-based reading teaching materials have been fully developed, valid in instructional terms, and highly practical for use in teaching recount texts to eighth grade students. The completed TBL-based reading teaching materials can be accessed and reviewed in the following link: <https://canva.link/8x6jwmbyvp0g584>

Discussion

Based on the research findings, the integration of Canva and Task-Based Learning (TBL) through the ADDIE model successfully turned students' reading needs into structured learning units. The results of the needs analysis indicated that 66.7% of students lacked exposure to English outside the classroom, 58.3% of students felt distracted by interactions with peers, and 94.4% of students explicitly needed learning materials relevant to their daily lives. To address these gaps, five learning units were designed using the TBL task cycle (pre-task, task cycle, and post-task), integrated with interactive gamification platforms such as Wordwall and Genially via QR codes and direct links. By encouraging students to complete communicative “missions” rather than providing rigid, word-for-word translations, this structured framework helps students develop active reading strategies such as scanning and identifying main ideas (Nguyen, 2022). These findings reinforced the empirical findings of studies conducted by Ismail et al. (2023) and Regar et al. (2025), which conclude that TBL can effectively improve reading comprehension skills and is widely accepted by students. Thus, this study demonstrated that teaching materials integrated with task-based learning is highly adaptable for middle school students because it effectively bridges vocabulary limitations through a series of meaningful and interactive activities.

The teaching materials developed received an average validity score of 90.5% (Highly Valid) from expert validators, indicating the high instructional and visual quality of the product. During the trial phases, results from the field showed that beginner-level students initially struggled to understand complex sentence structures. The comprehensible input hypothesis by Krashen (1998, as cited in Luo, 2024) states that language acquisition occurs when language input is comprehensible yet slightly above the student's current proficiency level. Therefore, rather than providing direct translations that could hinder independent reading, adjustments were made by simplifying text structures and applying color-coding to recount texts. Effective learning is not merely about presenting material; it also involves adapting teaching materials to suit the diverse language proficiency levels of students, emphasizing the necessity of aligning teaching materials with students' actual proficiency levels (Bonite, 2025; Rets et al., 2022). Research by Elkasović & Čolakovac (2023) indicates that text adaptation has a significant impact on students' language learning and comprehension. This demonstrates that visual cues combined with simplified text effectively optimize the feasibility of teaching materials without reducing the cognitive challenge for students.

The results of student responses regarding the product's practicality scored 81% (Very Valid) in the limited trial and 78.44% (Valid) in the extensive trial, indicating excellent acceptance in the classroom. This slight decrease of 2.56% was due to varied language proficiency levels among students in the larger group during the extensive trial. Qualitative data from interviews confirmed that the visual layout, bolded keywords, and integration of interactive games successfully reduced reading anxiety and increased student motivation compared to conventional textbooks. However, field observations revealed a crucial behavioral dynamic: even though students demonstrated a very high level of independence during the pre-task and post-task phases, their reliance on teacher guidance increased significantly upon entering the

task cycle phase. These findings highlight the crucial role of the teacher as a facilitator in providing scaffolding to enhance students' comprehension of the material, their learning strategies, and the fostering of independent language learning within the classroom (Blair et al., 2024; Maisarah & Motevalli, 2025).

Kraatz et al. (2020) and Gautam et al. (2023) also state that the teacher acting as a facilitator, who is able to provide adaptive support according to students' needs, can strengthen intellectual collaboration and significantly improve students' critical thinking skills. The researcher's decision to enrich the glossary as a form of pedagogical scaffolding aligns with the concept of scaffolding theory proposed by Wood et al. (1976, as cited in Shvarts & Bakker, 2019), which explains that the facilitator's role is to provide temporary scaffolding that helps students complete tasks beyond their independent capabilities. Thus, students receive support in overcoming language barriers without compromising their reading independence.

CONCLUSION

In this study, a systematic process of developing Canva-based teaching materials that integrate task-based learning following the ADDIE model successfully addressed the gaps in conventional learning materials by transforming students' real-world needs into structured learning units. The overall feasibility of the teaching materials was found to be very high based on evaluations by material experts, media experts, and practicing teacher expert, with validation scores consistently exceeding the minimum standards. Furthermore, student responses to the product confirmed the high level of practicality and efficacy of the module within a real classroom setting, with a feasibility rate of 81% in the limited trial and 78.44% in the extensive trial. Therefore, it can be concluded that this task-based learning module developed using Canva has met all academic feasibility criteria and serves as an interactive, student-centered alternative for teaching reading in the classroom.

ACKNOWLEDGMENTS

This research was self-funded by the researcher and did not receive any financial or commercial support. The researcher would like to express sincere gratitude to IKIP Siliwangi for providing the academic facilities, institutional resources, and guidance necessary to complete this paper. Sincere appreciation is also extended to the researcher's family for their unwavering emotional and moral support throughout the research process.

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