

Developing a Canva-Based Speaking Module to Improve Tenth-Grade Students' Narrative Speaking Skills

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Abstract

English language students frequently encounter challenges in comprehending recount text, and tend to Speaking is an essential skill in English language learning; however, many students experience difficulties in organizing ideas, speaking confidently, and delivering narrative texts coherently. This study aimed to develop a Canva-Based Speaking Module for teaching narrative speaking skills, evaluate its feasibility, and investigate students' responses toward its implementation. The study employed a Research and Development (R&D) method adapted from Borg and Gall. The development process consisted of seven stages: Research and Information Collection, Planning, Developing the Preliminary Product, Validation Results, Preliminary Field Testing and Product Revision, Operational Field Testing, and Final Product. The study was conducted at SMA Kartika XIX-3 Bandung. Data were collected through a reflective journal, a validation sheet, and a student response questionnaire. The product was validated by one English teacher and two university lecturers. The validation results showed that the developed module obtained an overall average score of 87.25%, indicating that it was categorized as very feasible for classroom implementation. Media and visual design achieved the highest score (89.58%), followed by content validity (88.33%), language clarity (87.50%), practicality and feasibility (87.50%), and instructional design (83.33%). Furthermore, students responded positively to the module, particularly regarding usability, instructional clarity, visual support, engagement, and learning support. The findings suggest that the Canva-Based Speaking Module is a feasible instructional product that can support narrative speaking learning through visually engaging materials, structured activities, and interactive learning resources.

Keywords: Canva-Based Module; Narrative Speaking; Module Development; Feasibility; Students' Responses

INTRODUCTION

Speaking is one of the four integrated skills that must be developed to support effective communication in first and second language learning (Kenjali & Abduramanova, 2022). However, developing speaking proficiency remains challenging for many students. Second language learners often struggle to communicate effectively and accurately due to their limited language knowledge (Ghafar & Raheem, 2023). In addition, learners frequently experience difficulties related to vocabulary mastery, pronunciation, confidence, and organizing ideas coherently during oral communication (Nhi & Anh, 2024). Since speaking development is influenced by the curriculum, learning context, instructional goals, and teaching materials, appropriate instructional resources are needed to help students participate more effectively in speaking activities.

One type of speaking activity that requires students to organize and communicate ideas systematically is narrative speaking. For tenth-grade students, narrative speaking is a meaningful focus because narrative texts require learners to retell a story based on the given

material or text (Diana, 2018; Kenjali & Abduramanova, 2022). Storytelling activities can provide students with opportunities to understand and retell narrative content, thereby encouraging them to participate in oral communication and practice speaking in a more meaningful context (Sipayung et al., 2024). Narrative speaking involves the ability to tell stories or recount events in a coherent sequence while maintaining meaningful communication. As a productive language skill, narrative speaking contributes to students' fluency, communicative competence, and confidence in using English (Triyoga et al., 2022).

A speaking module can provide this type of structured support because it organizes learning objectives, explanations, examples, guided activities, and speaking practice into a systematic learning resource. In particular, e-modules have been identified as instructional materials that can support students in learning and developing their speaking abilities (Makhroji et al., 2023). The use of digital learning media is also important because appropriate media can help teachers convey instructional content more clearly and create more engaging learning experiences for students (Ikhlas et al., 2023). However, the effectiveness of a module depends not only on the instructional content it contains but also on how the content is presented and accessed by learners.

Recent technological developments have created opportunities to design more interactive and visually engaging learning resources. One platform widely used in education is Canva, a web-based design platform that enables teachers to integrate text, images, videos, and interactive elements into instructional materials. Previous studies have reported that Canva has been widely utilized in the development of teaching materials, particularly in educational settings with adequate technological access (Gurning et al., 2024). Its templates and visual features help teachers create more engaging classroom activities (Armilah et al., 2024). Previous studies have also shown that Canva enhances students' engagement, motivation, participation, creativity, and digital literacy (Isnaningsih et al., 2025; Fitria, 2024; Churiyah et al., 2022).

In the context of speaking instruction, Nhi & Anh (2024) revealed that Canva-supported learning activities positively contributed to students' speaking performance and classroom participation. These findings indicate that Canva has the potential to support speaking instruction by providing visual and interactive learning experiences that encourage students to participate more actively in learning activities. Moreover, Jamaludin & Sedek (2023) emphasized that Canva's user-friendly design supports the creation of visually appealing materials while encouraging creativity and collaboration. Nevertheless, the use of Canva in a speaking module should serve an instructional purpose rather than merely improve the visual appearance of the material. In materials-development terms, such a module should also reflect curriculum requirements, learner characteristics, and the purpose of the lesson, rather than serving only as a decorative digital product (Tomlinson, 2011; Richards, 2009). Therefore, the integration of Canva and a speaking module is relevant because Canva can provide the visual and multimedia environment, while the module provides the structured instructional sequence needed to guide students' narrative speaking development.

The need for this study can be seen from three related gaps. First, although prior studies discuss storytelling for speaking, Canva for learning media, and digital modules for language learning, the literature reviewed here does not yet show a Canva-based speaking module developed specifically for tenth-grade narrative speaking. Second, several studies on module development report that digital teaching materials can be valid, feasible, and suitable for classroom use, such

as flipbook-based e-modules and public speaking modules, but these studies address different media and different speaking contexts (Makhroji et al., 2023; Handayani & Prasetyo, 2022). Third, studies on online modules suggest that they can make learners more motivated and engaged in speaking practice, yet the students' responses to a Canva-based narrative speaking module remain underexplored in the sources reviewed here (Zainal & Yunus, 2021). Therefore, the present study is needed to develop the Canva-based speaking module, test its feasibility, and examine students' responses toward its use.

These gaps show that, while Canva, storytelling, and digital modules have all been studied in English language education, there is still a lack of research that combines them into a specific speaking module for tenth-grade students' narrative speaking skills. Specifically, the development of a Canva-based speaking module, its feasibility for classroom implementation, and students' responses toward its use in the context of narrative speaking have not been adequately addressed in previous studies. Therefore, this study aims to develop a Canva-based speaking module, evaluate its feasibility, and examine students' responses toward its implementation in narrative speaking learning.

Accordingly, this study addresses the following research questions: (1) How is the Canva-based speaking module for teaching narrative speaking skills developed? (2) How is the feasibility of the developed Canva-based speaking module? and (3) What are the students' responses toward the Canva-based speaking module?

METHOD

This study employed the Research and Development (R&D) method to design, develop, validate, and refine a Canva-Based Speaking Module for narrative speaking. Borg & Gall (2003) proposed R&D as a systematic model that integrates product development with continuous evaluation and revision to produce educational products that meet learners' needs. Although the original Borg and Gall model consists of ten stages, several studies have adapted it according to their research scope. Following Rika & Nasution (2023), this study adopted seven stages: (1) Research and Information Collection, (2) Planning, (3) Developing the Preliminary Product, (4) Validation Results, (5) Preliminary Field Testing and Product Revision, (6) Operational Field Testing, and (7) Final Product.

This study was conducted at SMA Kartika XIX-3 Bandung, West Java, Indonesia. The participants were tenth-grade students studying narrative texts in the English curriculum. They were selected because they experienced difficulties in organizing and delivering narrative stories orally and had not previously used a Canva-based speaking module. The operational field testing involved 19 students. Three instruments were employed to collect the data: a reflective journal, a validation sheet, and a student response questionnaire. The reflective journal documented the needs analysis, product development, feedback, and revisions throughout the study. The validation sheet was completed by one English teacher and two university lecturers to evaluate content validity, instructional design, language clarity, media and visual design, and practicality and feasibility.

The student response questionnaire was administered after the implementation of the module to investigate students' perceptions regarding usability, instructional clarity, content clarity, visual support, engagement, confidence building, and learning support. The questionnaire consisted of ten statements covering four aspects: ease of use, content clarity, multimedia

support, and engagement and speaking confidence. These aspects were adapted from (Davis, 1989), (Mayer, 2002), and (Dörnyei & Schmidt, 2001).

The product underwent two stages of testing. Preliminary field testing involved 10 students to obtain initial feedback for product revision, while operational field testing involved 19 students to evaluate students' responses toward the revised module. Descriptive qualitative methods were then used to analyze the gathered data. While the validation sheet and questionnaire were evaluated using percentage scores to identify the module's feasibility and students' replies, data from the reflective journal were analyzed descriptively to describe the development process and changes.

RESULTS AND DISCUSSION

Results

This section presents the findings of the study based on the three research questions. The findings are organized into three parts. The first part describes the development process of the Canva-Based Speaking Module based on the reflective journal. The second part presents the feasibility of the developed module based on the validation results provided by the validators. The third part reports students' responses toward the Canva-Based Speaking Module after its implementation. The results are presented sequentially according to the stages of the Research and Development (R&D) process.

1. Development Process of the Canva-Based Speaking Module

The development of the Canva-Based Speaking Module followed seven adapted stages of the Borg and Gall Research and Development model. Throughout these stages, the module underwent several revisions related to content organization, visual design, instructional activities, and technical aspects. The development process was documented through a reflective journal that recorded identified problems, revision decisions, feedback, and reflections during product development.

Research and Information Collection

The first stage involved identifying students' needs and difficulties in learning narrative speaking. The researcher conducted classroom observations and informal discussions with the English teacher to gather preliminary information regarding students' speaking performance. The findings indicated that students experienced difficulties in organizing narrative ideas, developing story sequences, and delivering narrative stories confidently. In addition, the learning materials used in the classroom provided limited visual support and opportunities for guided speaking practice. These findings served as the basis for developing a Canva-Based Speaking Module that could facilitate students' narrative speaking activities through visual organizers, structured learning materials, and interactive activities.

Planning

Based on the results of the needs analysis, the researcher designed the initial blueprint of the Canva-Based Speaking Module. This stage included determining learning objectives, selecting narrative speaking as the instructional focus, organizing module contents, and designing the overall visual concept of the module. Canva was selected as the development platform because

it provides various visual features that can support the presentation of instructional materials and learning activities.

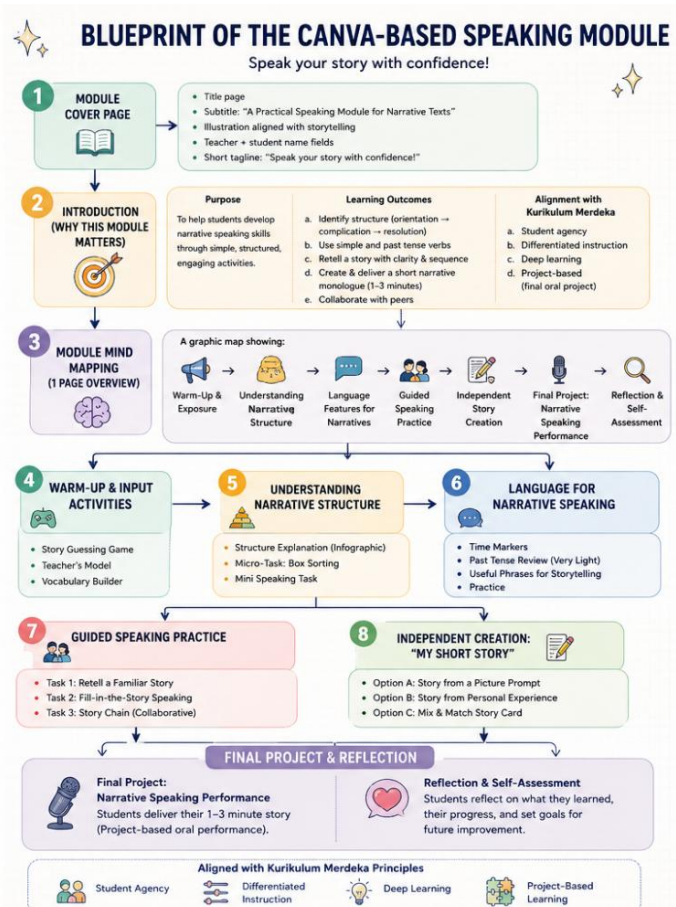


Figure 1. Initial Blueprint of the Canva-Based Speaking Module

Following the initial planning stage, several revisions were made to improve the completeness and relevance of the module. Additional components, including a preface, table of contents, module identity, glossary, summary, and references, were incorporated into the design. Furthermore, several illustrations were replaced with visuals that better represented Indonesian high school students and familiar narrative contexts. A narrative story video was also embedded to provide additional learning support.

Developing the Preliminary Product

The preliminary product was developed by integrating instructional materials, guided speaking activities, visual organizers, practice exercises, and assessment tasks into the Canva platform. During this stage, several readability and layout issues were identified. Some text appeared too small, several page layouts contained excessive information, and certain visual elements did not adequately support the instructional content.



Figure 2. Revision of “Warm-Up and Input Activities” Section

Figure 2 depicts the "before" version on the left, and the "after" version on the right. To make the content simpler to read and more comfortable, the layout of the "Warm-up and Input Activities" section was revised to two pages. To improve clarity, the images on the first and second pages were also enlarged.

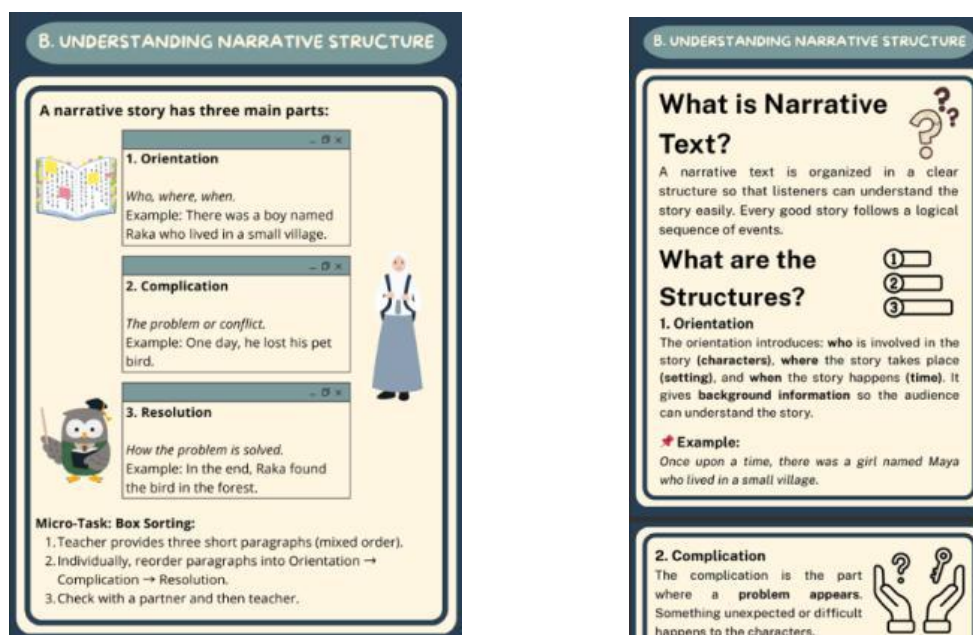


Figure 3. Revision of “Understanding Narrative Structure” Section

To address the issues on “Understanding Narrative Structure” section, typography of the page was revised. The page layouts were reorganized and was divided into two pages, the spacing and the font size was adjusted. Meanwhile, the visuals were revised to make them more polished and appealing to readers.



Figure 4. Revision of the Mind-Mapping Section

In the mind mapping section, the unnecessary white boxes behind the subtitles were removed to improve the visual appeal.

Preliminary Field Testing and Product Revision

The preliminary product was subsequently tested with ten students to obtain initial feedback regarding its usability and attractiveness. The findings suggested that students responded positively to the visual appearance and organization of the module. However, several revisions were still required to improve learning activities and navigation.

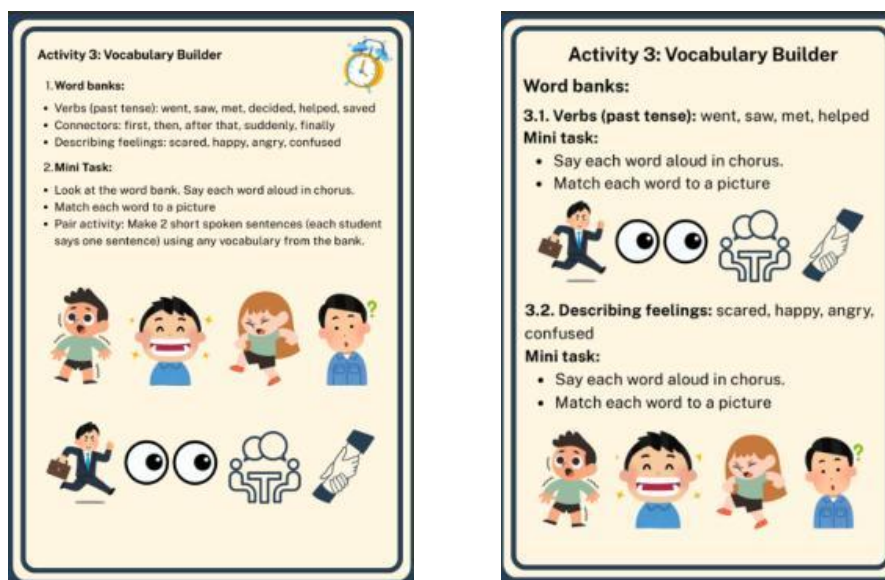


Figure 5. Integration of Gamified Learning Activities

Based on the feedback obtained during this stage, several activity sections were reorganized to create a more systematic learning sequence. In addition, gamified learning activities were incorporated through an educational platform to increase student engagement. QR codes were also embedded into the module to facilitate direct access to online activities and supplementary resources.

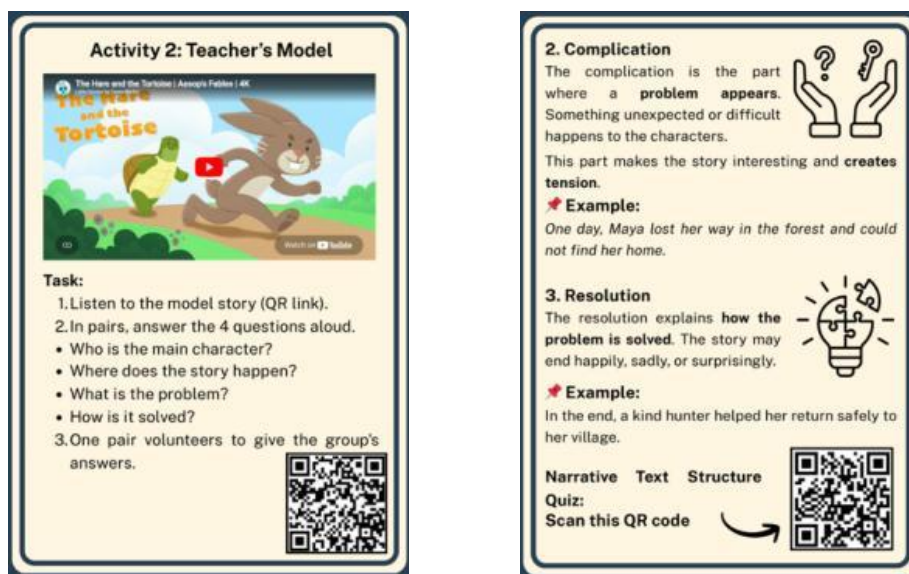


Figure 6. QR Code Integration within the Module

Further revisions were conducted after identifying technical issues related to QR code accessibility. Several QR codes directed students to incorrect links and were therefore corrected before the module was implemented in the next stage.

Final Product

After completing the revision process, the final version of the Canva-Based Speaking Module was produced and implemented during operational field testing. The final product consisted of narrative speaking materials, visual organizers, embedded videos, guided speaking activities, independent speaking tasks, gamified exercises, and QR-code-supported learning resources. These components were designed to facilitate students' understanding of narrative structures and provide meaningful opportunities for speaking practice.

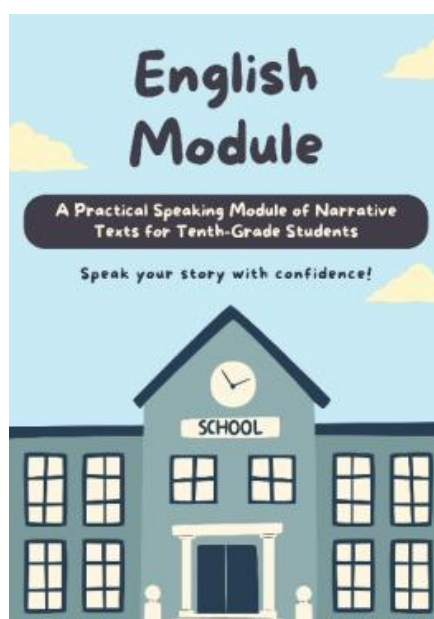


Figure 7. Final Version of the Canva-Based Speaking Module

2. Feasibility of the Developed Canva-Based Speaking Module

To answer the second research question regarding the feasibility of the developed Canva-based speaking module, the product was evaluated using a validation sheet completed by an English teacher. The validation process assessed five aspects of the module, namely content validity, instructional design, language clarity, media and visual design, and practicality and feasibility. The feasibility of the developed Canva-Based Speaking Module was evaluated through expert validation involving two university lecturers and one English teacher. The validators assessed five aspects of the module, namely content validity, instructional design, language clarity, media and visual design, and practicality and feasibility. The validation results are presented in Table 1.

Table 1. Results of Product Validation

No	Product Validation Category	Validator 1	Validator 2	Validator 3	Average
1	Content Validity	80%	100%	85%	88,33%
2	Instructional Design	85%	85%	80%	83,33%
3	Language Clarity	81,25%	93,75%	87,5%	87,5%
4	Media and Visual Design	81,25%	100%	87,5%	89,58%
5	Practicality and Visibility	87,5%	100%	75%	87,5%
Total					87,25%

As shown in Table 1, the overall validation result obtained an average score of 87.25%, indicating that the Canva-Based Speaking Module was categorized as very feasible for classroom implementation. This finding suggests that the developed module met the expected criteria in terms of content quality, instructional organization, language use, visual design, and practicality. Among the evaluated aspects, media and visual design achieved the highest average score of 89.58%. The validators considered that the layout, colour, combinations, visual elements, and Canva features effectively supported students' engagement and understanding of the learning materials. In addition, the visual organization of the module was regarded as clear and attractive, contributing to the overall readability of the instructional design.

The content validity aspect obtained an average score of 88.33%, indicating that the learning materials, narrative text explanations, examples, and speaking activities were relevant to the learning objectives and appropriate for tenth-grade students. The validators also agreed that the content supported the development of students' narrative speaking skills, particularly in organizing ideas and delivering stories systematically. Similarly, language clarity, practicality, and feasibility each received an average score of 87.50%. These findings suggest that the instructions, explanations, and language used throughout the module were generally clear and suitable for the students' English proficiency level. Furthermore, the module was considered practical for classroom use and feasible to be implemented under typical teaching conditions. In contrast, the instructional design aspect obtained the lowest average score among the evaluated categories, with an average of 83.33%. Although it was still categorized as very feasible, the validators provided several suggestions regarding the sequencing of activities and the balance between guided and independent speaking tasks. Therefore, these suggestions were considered during the revision process to further improve the instructional flow of the module. The revisions focused on refining the sequence of learning activities and ensuring a more balanced progression from guided practice to independent speaking performance.

Overall, the validation results demonstrated that the Canva-Based Speaking Module is a feasible instructional product. This finding indicates that the module meets the essential criteria for instructional materials and has the potential to support language learning. As stated by Tomlinson (2011), materials should be evaluated to determine the degree to which they facilitate language learning. Furthermore, the systematic process of analysing, designing, developing, and conducting formative evaluation, as emphasized by Dick et al. (2022), supports the quality and feasibility of the developed module.

3. Students' Responses through the Canva-Based Speaking Module

Students' responses toward the Canva-Based Speaking Module were collected through questionnaires administered during two stages of field testing: the preliminary field testing and the operational field testing. The questionnaire aimed to investigate students' perceptions regarding the usability, instructional clarity, content organization. Visual design, engagement, confidence building, and learning support provided by the developed module. The results from both stages are presented to illustrate students' responses throughout the product development process. The questionnaire using a four-point Likert scale (Likert, 1932).

The preliminary field testing involved ten students and was conducted to obtain initial feedback on the usability and attractiveness of the module. Overall, the students responded positively to the developed product. Most participants agreed that the module was easy to use independently, the sequence of activities was easy to follow, and the instructions were sufficiently clear. The visual presentation and supporting illustrations also helped students understand the learning materials more effectively. In addition, students reported that the guided speaking activities encouraged them to organize their ideas before retelling narrative stories. Nevertheless, several students suggested minor improvements related to the accessibility of QR codes and the organization of several learning activities. These findings served as the basis for revising the module before its wider implementation.

Table 2. Students' Responses toward the Canva-Based Speaking Module

No	Statement	Preliminary Field Testing (n=10)				Operational Field Testing (n=19)			
		SA	S	DA	SDA	SA	A	DA	SDA
1	I can use the Canva-based speaking module independently.	30% (3)	70% (7)	0%	0%	26.3% (5)	68.4% (13)	5.3% (1)	0%
2	I can easily follow the sequence of activities from the beginning to the end of the module.	30% (3)	70% (7)	0%	0%	26.3% (5)	73.7% (14)	0%	0%
3	The instructions in each activity clearly tell me what to do and how to complete the task.	20% (2)	80% (8)	0%	0%	42.1% (8)	52.6% (10)	5.3% (1)	0%
4	The explanation of narrative structure (orientation, complication, resolution) is clear and easy to understand.	60% (6)	40% (4)	0%	0%	36.8% (7)	63.2% (12)	0%	0%
5	The examples provided help me understand how to create and tell a narrative story.	60% (6)	40% (4)	0%	0%	10.5% (2)	89.5% (17)	0%	0%

6	The visual elements help me understand and organize my ideas when speaking.	50% (5)	40% (4)	10% (1)	0%	36.8% (7)	57.9% (11)	5.3% (1)	0%
7	The activities guide me step-by-step in preparing and delivering a narrative story.	40% (4)	60% (6)	0%	0%	36.8% (7)	63.2% (12)	0%	0%
8	The module makes me interested and actively involved in speaking activities.	30% (3)	50% (5)	20% (2)	0%	15.8% (3)	84.2% (16)	0%	0%
9	Using this module makes me feel more confident when speaking English.	20% (2)	70% (7)	10% (1)	0%	10.5% (2)	73.7% (14)	15.8% (3)	0%
10	The module helps me improve my ability to tell a narrative story clearly and systematically.	30% (3)	70% (7)	0%	0%	10.5% (2)	84.2% (16)	5.3% (1)	0%

Following the revision process, the improved module was implemented during the operational field testing involving nineteen students. The result indicate that students generally gave positive responses toward all aspect of the Canva-Based Speaking Module. As presented in Table 2, most students selected Agree and Strongly Agree for every questionnaire item, indicating positive perceptions of the developed product.

Regarding usability, 68.4% of students strongly agreed and 31.6% agreed that they could use the module independently. Similarly, 63.2% strongly agreed and 36.8% agreed that the learning activities were organized in a logical sequence. In terms of instructional clarity, 57.9% strongly agreed and 42.1% agreed that the instructions in each activity were clear and easy to understand. Furthermore, 63.2% strongly agreed and 36.8% agreed that the examples provided in the module facilitated their understanding of narrative stories.

Students also responded positively to the learning activities. Approximately 68.4% strongly agreed and 31.6% agreed that the activities guided them step by step in preparing and delivering narrative stories. Furthermore, 57.9% strongly agreed and 42.1% agreed that the module increased their interest and active participant during learning activities. Moreover, the questionnaire further revealed positive responses regarding students' speaking confidence and learning support. A total of 52.6% strongly agreed and 47.4% agreed that the module increased their confidence in speaking English. Moreover, 68.4% strongly agreed and 31.6% agreed that the module helped improve their ability to tell narrative stories.

Overall, the findings from both stages of field testing demonstrate that students responded positively to the Canva-Based Speaking Module. During the operational field testing, the majority of students selected either Agree or Strongly Agree across all questionnaire items, indicating positive perceptions of the module's usability, instructional clarity, visual support, engagement, confidence building, and learning support. While the preliminary field testing provided constructive feedback that informed several product revisions, the operational field testing confirmed that the revised module was well received by students. These results indicate that the developed module successfully met students' learning needs by providing clear instructional guidance, attractive visual support, engaging activities, and meaningful opportunities to develop narrative speaking skills.

Discussion

The findings indicate that the Canva-Based Speaking Module was developed through a systematic and iterative process based on students' learning needs and refined through evaluation and field testing. The development process followed seven adapted stages of the Borg and Gall Research and Development model: Research and Information Collection, Planning, Developing the Preliminary Product, Validation Results, Preliminary Field Testing and Product Revision, Operational Field Testing, and Final Product. This sequence aligns with (Richards, 2009), who emphasized that language teaching decisions should be grounded in learner needs and instructional contexts, and with Tomlinson (2011) who viewed materials development as a continuous process of evaluation, refinement, and adaptation.

The first stage, Research and Information Collection, identified students' difficulties in organizing narrative ideas, sequencing events, and speaking confidently. These findings support previous studies showing that speaking development is influenced not only by linguistic knowledge but also by confidence, motivation, and opportunities for oral performance (Kenjali & Abduramanova, 2022). They are also consistent with research highlighting the role of storytelling, teaching materials, and classroom activities in developing students' narrative speaking skills (Harahap, 2023; Diana, 2018). Therefore, the identified needs became the basis for developing a module specifically designed for narrative speaking.

During the Planning stage, the identified needs were translated into learning objectives, module contents, visual concepts, and a sequence of instructional activities. This stage ensured that the module provided not only language explanations but also guided practice and opportunities for oral communication. Such alignment reflects Richards (2009) and Tomlinson (2011), who emphasized that instructional materials should correspond to learner characteristics, curriculum requirements, and learning objectives.

The Developing the Preliminary Product stage involved integrating narrative speaking materials, visual organizers, guided speaking activities, practice exercises, and assessment tasks into Canva. Several revisions to typography, page layout, spacing, and visual consistency, and mind-mapping were made to improve readability and instructional effectiveness. These revisions demonstrate that Canva was used not merely as a design platform but also as a medium for organizing instructional content and supporting students' learning. This finding supports Tomlinson's (2011) view that materials should be designed according to learners' needs rather than their visual attractiveness alone.

The Validation Results stage provided an external evaluation involving two university lecturers and one English teacher. The overall validation score of 87.25% categorized the module as very feasible. Media and visual design obtained the highest score, supporting previous findings that Canva enables educators to create engaging instructional materials through templates and multimedia features (Armilah et al., 2024). This result also corresponds with studies suggesting that multimedia-supported learning enhances students' learning experiences (Triyoga et al., 2022; Nabung, 2023), indicating that the module's visual design contributed to both engagement and content accessibility.

During the Preliminary Field Testing and Product Revision stage, students generally responded positively to the module while also providing constructive feedback on activity organization and QR-code accessibility. Based on this feedback, several activities were reorganized,

gamified learning tasks were incorporated, and technical issues related to QR codes were corrected. This iterative revision process reflects Tomlinson's (2011) principle that instructional materials should be continuously evaluated and improved based on learners' experiences.

Operational Field Testing involving nineteen students confirmed positive responses toward the revised module. The majority of Agree and Strongly Agree answers on every questionnaire item show that students thought the updated module was simple to use, well-structured, visually appealing, interesting, and beneficial for boosting speaking confidence. These findings are consistent with previous studies reporting that digital modules increase students' motivation and engagement in speaking activities (Zainal & Yunus, 2021). Likewise, Handayani & Prasetyo (2022) emphasized that well-designed instructional materials play an important role in supporting speaking development. In this study, students particularly appreciated the examples and step-by-step speaking activities, suggesting that the instructional organization contributed as much as the visual design.

The Final Product integrated narrative speaking materials, visual organizers, embedded videos, guided and independent speaking activities, gamified exercises, and QR-code-supported learning resources. This combination of structured instructional content and multimedia features provided students with support for understanding narrative texts, organizing ideas, and delivering stories more systematically.

The validation results indicate that the Canva-Based Speaking Module met the criteria of a practical and feasible instructional product. Although media and visual design received the highest validation score, instructional design obtained the lowest score but remained within the very feasible category. This finding suggests that effective digital learning materials require not only attractive visual design but also well-structured learning activities, as emphasized by Tomlinson (2011) and Dick et al. (2022). Therefore, the expert feedback was used to refine the module before field testing.

Students' responses reinforce these findings. Positive perceptions regarding usability, instructional clarity, visual support, engagement, confidence, and learning support indicate that the revised module effectively addressed students' learning needs. These findings support previous research showing that Canva-based media enhance learning engagement (Ikhlas et al., 2023), while storytelling activities facilitate students' understanding and oral delivery of narrative texts (Sipayung et al., 2024). Similarly, the narrative structure, visual organizers, and guided speaking activities in the developed module helped students organize and communicate narrative stories more systematically.

Overall, the findings demonstrate that the Canva-Based Speaking Module is a pedagogically valuable instructional product that integrates learner-centered needs analysis, structured materials development, storytelling-based speaking practice, multimedia-supported learning, expert validation, and iterative revision. The study extends previous research by showing that Canva can function not only as a design platform but also as a medium for developing a structured speaking module that addresses a specific classroom need. Through the adapted seven-stage R&D process, the module was developed to help tenth-grade students organize narrative ideas, practice speaking systematically, and communicate narrative stories with greater clarity and confidence.

CONCLUSION

This study developed a Canva-Based Speaking Module for teaching narrative speaking skills through seven adapted stages of the Borg and Gall Research and Development model. The development process began with identifying students' needs and difficulties in narrative speaking and continued through planning, product development, validation, field testing, revision, and finalization. The resulting module integrated narrative speaking materials, visual organizers, guided speaking activities, embedded videos, gamified exercises, and QR-code-supported learning resources to support students' speaking practice.

The feasibility evaluation indicated that the developed module was categorized as very feasible for classroom implementation, obtaining an overall validation score of 87.25%. The validation results demonstrated that the module met the expected criteria in terms of content validity, instructional design, language clarity, media and visual design, and practicality and feasibility.

Furthermore, students responded positively toward the Canva-Based Speaking Module. Most students agreed that the module was easy to use, provided clear instructions and explanations, supported the organization of ideas, increased engagement in speaking activities, and helped them develop confidence in delivering narrative stories. Therefore, the Canva-Based Speaking Module can be considered a feasible and well-received instructional product for supporting narrative speaking learning among tenth-grade students.

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