PROJECT
(Professional Journal of English Education)
Volume 9, No. 6, November 2026
p–ISSN 2614-6320
e–ISSN 2614-6258

Developing Writing Narrative Text Teaching Material Through Genre-Based Approach Assisted by Canva in Junior High School

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Abstract

This study aimed to develop a Canva-assisted teaching material for teaching writing narrative text through Genre-Based Approach for Junior High School students. The study employed a Research and Development (R&D) method using the ADDIE model. The participants were eighth-grade students of Junior High School, involving 16 students in the preliminary field test and 32 students in the main field test. Data were collected through students' need analysis questionnaire, teacher interview, expert validation sheet, and students' response questionnaire. The data were analyzed using descriptive statistics and qualitative analysis. The findings revealed that students still lack vocabulary knowledge, grammar, idea development, and understanding of narrative text, indicating the need for more engaging and interactive teaching materials. Based on these needs, a Canva-assisted teaching material integrating the Genre-Based Approach frameworks was developed. The e-module obtained an overall expert validation score of 90.4%, indicating very valid and feasible for classroom implementation. Furthermore, students responded positively to the e-module. Students perceived the teaching material as attractive, easy to use, and beneficial in improving their understanding and writing of narrative text. Therefore, the developed teaching material is considered feasible and practical to support narrative writing instruction for Junior High School.

Keywords: Teaching material development; Narrative text; Genre-Based Approach; Writing; ADDIE

INTRODUCTION

Writing skills are essential to learn, due to its role in communication as a way of conveying ideas, expressions, and information in written form. Wau (2022) stated that writing is an activity of pouring and transferring knowledge, information, thought, feeling, and opinion to others in written symbols or statements. Writing is important to learn because it helps students to enhance their critical thinking skills. Furthermore, according to Bora (2023), learning writing skills will help learners in conducting their report writing skills and improving learners' presentation skills. Moreover, mastering writing skills will lead to effective communication in various social, educational, and professional contexts.

In reality, writing is the most challenging language skill to master. Writing activity requires the integration of ideas, alignment of the structure, and accuracy in the use of vocabulary and grammar. Riwayatiningsih (2019) as cited in Risnawaty et al. (2021), mentioned that writing is the most difficult skill to learn because it requires good idea development. Students face difficulties in developing ideas, a lack of vocabulary, and difficulty writing sentences with correct grammar. Moreover, according to Nasser (2018) as cited in Wau (2022), the difficulties students face in writing are divided into four aspects: grammar, punctuation, spelling, and handwriting mistakes. In addition, a lack of vocabulary becomes the main difficulty that

students face in learning writing (Risnawaty et al., 2021). Hence, basic English competences such as vocabulary and grammar become important in improving students' writing skills.

Besides the challenges faced by students, teachers also face various challenges in teaching writing. One of the biggest challenges teachers face when teaching writing is the diversity of students' abilities and levels of English proficiency. Moreover, students' lack of vocabulary and grammar knowledge becomes an additional challenge faced by teachers in teaching writing. It is difficult to guide students to write a text and ensure they understand what is the purpose and ideas they have written in the text. However, Ulfayati & Aisyah (2025) stated that the lack of engaging and innovative teaching materials becomes one of the challenges teachers face when teaching writing, which limits students' opportunities to develop their ideas. In addition, the limited number of appropriate and varied teaching materials is inhibiting the teaching and learning writing process, since it does not fully support students' needs.

Students are taught various kinds of texts in school, one of them is narrative text. Narrative text is taught to eighth-grade students in Junior High School. According to Rosyadi et al. (2023), narrative text is a fictional text that describes an event that happened to a character. It enables students to expand their creativity, communication skills, and critical thinking, as they require the integration of chronological organization, causal relationships, and descriptive language. Narrative text consists of comprehensive language use and linguistics aspect. Furthermore, Batubara (2013) stated that creativity, self-development, and personal strength can be fostered through the experience of reading literature. However, students still face difficulty in understanding narrative text due to a lack of vocabulary knowledge, which prevents them from fully capturing the meaning conveyed by the text.

To solve the problem in teaching writing, specifically in teaching narrative text, the learning process should be supported by appropriate teaching material. Kurnia et al. (2018) argued that teaching writing activities could be more effective, efficient, and meaningful for students along with the use of proper teaching material. Teachers need to provide materials to encourage motivation, which serves as a crucial element in the learning process (Brown & Lee (1994) as cited in Sinaga & Fitriyani (2019)). The need for effective teaching materials to help students understand the components and characteristics of narrative text, as well as to systematically improve students' writing skills. Many of the materials do not apply a systematic approach or interactive activities that guide students through the stages of writing, when students might find difficulties in understanding and producing text independently. Therefore, it is very important to create teaching materials with an appropriate approach to support students in learning writing systematically.

Genre-Based Approach is one of the approaches widely used for teaching texts. This approach enables students to know and understand the text more deeply. According to Batubara (2013), comprehension of the text constructs individual understanding regarding the context, the content, the message, and the communicative intent. The knowledge of the text would help students enhance their communication skills. In addition, Feez & Joyce (1998) in Batubara (2013) stated that genre knowledge could assists students in building linguistic competence for effective communication across various texts. Therefore, teaching and learning activity that uses Genre-Based Approach is needed to support students, particularly in enhancing students' writing skills. Creating teaching material using Genre-Based Approach is needed in teaching writing narrative text to students. It needs to be more interactive and align with students' needs. Teaching material can be enriched with interactive activities designed to meet students' needs, allowing for a more interesting and engaging learning experience.

The integration of technology in education offers opportunities to enhance the quality of teaching material. One of the digital platforms that can be used to develop teaching material is Canva. Canva is a digital design platform that enables teachers to create visually engaging and interactive teaching materials. Canva offers various features that can be used to design more innovative and interactive teaching materials. Canva offers a variety of creative and interactive features and provides engaging visuals that can foster students' motivation and interest in learning (Ulfayati & Aisyah, 2025). Moreover, Erfiana & Rohmah (2025) argued that Canva is an outstanding platform to establish more engaging presentations and teaching materials since Canva offers a graphic-based design, infographics, easy integration of images, text, and icon features. Therefore, developing teaching material using Canva could foster students' motivation, interest, and engagement toward learning writing.

Previous studies have investigated the development of English teaching materials for teaching writing narrative text. According to Mahendra & Arianto (2022) and Ulfayati & Aisyah (2025), the use of digital teaching materials such as e-modules significantly improves students' performance in learning English, especially in students' writing skills. Meanwhile Sinaga & Fitriyani (2019) demonstrated that the teaching material integrated with Genre-Based Approach could facilitate students in gaining a better understanding of writing narrative text. However, many of the studies were conducted in Senior High School graded. Some studies have focused on developing teaching material assisted by Canva, not for teaching writing narrative text. Furthermore, some studies that focused on developing writing narrative text teaching material still do not use the Genre-Based Approach framework. The development of digital teaching material integrated with Genre-Based Approach in Junior High School is still limited. Therefore, a teaching material integrated with Genre-Based Approach for teaching writing narrative text assisted by Canva for Junior High School needs to be developed.

To address the gap, this study aims to develop a writing narrative text teaching material through Genre-Based Approach assisted by Canva in Junior High School. This study also aims to explains several objectives, including: (1) to describe the process of developing writing narrative text teaching material through Genre-Based Approach assisted by Canva in Junior High School; (2) to investigate the feasibility of writing narrative text teaching material through Genre-Based Approach assisted by Canva; and (3) to describe the students' responses toward the use of the developed teaching material.

METHOD

This study employed a Research and Development (R&D) method. According to Maydiantoro (2021), Research and Development (R&D) was employed as the research method to develop and evaluate a product intended for use in teaching and learning activities. This study adopted the ADDIE model developed by Branch & Varank (2009), which comprises five phases: Analysis, Design, Development, Implementation, and Evaluation. This model was selected to develop teaching material for teaching writing narrative text through a Genre-Based Approach assisted by Canva in Junior High School. The analysis stage is conducted to identify students' needs in learning writing, students' competence, and classroom conditions. The design involved planning the product of the teaching material designed based on the Genre-Based Approach (GBA) assisted by Canva. The development stage focused on finishing and validating the developed teaching material. The implementation stage is conducted in two phases: the preliminary field test and the main field test for eighth-grade students. Meanwhile, the evaluation stage is focused on collecting students' responses toward the use of the developed

teaching material that was applied during the implementation stage. This study was conducted at a Junior High School in Cimahi. The participants in this study were students from class VIII E, consisting of 16 students involved in the preliminary field test and 32 students involved in the main field test.

Data were collected through three instruments: a questionnaire, a semi-structured interview, and a validation sheet. To identify students' need analysis, a closed-ended questionnaire was employed to the students. Creswell (2017) described questionnaires as one of the forms commonly used for collecting data from participants in survey research. The questionnaire aimed to obtain information about students' difficulties in understanding English material, particularly narrative text, difficulties in writing, students' interest in the application of e-module in learning activity, and students' preference for the use of technology in teaching materials. The questionnaire employed a Guttman scale, in which "Yes" and "No" responses were assigned scores of 1 and 0, adapted from Ria (2025). In addition, a semi-structured interview adapted from Kristianto (2016) to an English teacher in eighth-grade was conducted to support the data on students' proficiency in English and their difficulties in learning writing. The interview was guided by an interview protocol consisting of predetermined questions and follow-up questions (Creswell (2017)). Other information gathered from the interview was about the teaching material used in the classroom, students' writing abilities, and difficulties in teaching writing. Furthermore, a validation sheet adapted from Ria (2025) was employed to assess the product's feasibility, consisting of seven aspects including content aspect, presentation, Genre-Based Approach, Language, Appearance, Usability, and Media Quality. Each aspect consisted of several indicators related to the quality of the developed teaching material. The validators were two English lecturers of IKIP Siliwangi and one English teacher. A validation sheet was used to obtain expert judgments regarding the validity and feasibility of the developed teaching material (Lukman & Setiani (2018)). The validation sheet consists of five points Likert scale ranging from Very Poor (1) to Very Good (5). Moreover, to collect students' responses toward the use of the e-module, a closed-ended questionnaire was employed in the end of the implementation stage. The questionnaire was adapted from Yaniar & Rukmi (2022), includes four points Likert scale ranging from Strongly Disagree to Strongly Agree in 15 statements. The questionnaire aimed to gather information about students' perception and benefits of the developed teaching material.

The data were analyzed both quantitatively and qualitatively. Quantitative data were gained from scores of the validation sheet, need analysis questionnaire, and students' response questionnaire, which analyzed using descriptive statistics by calculating mean scores and percentages. The expert validity was calculated using the formula proposed by Sugiyono (2013) as cited in Wahyuni et al. (2026):

$$V_{ah} = \frac{Tse}{Tsh} \; x \; 100\%$$

Description:
V_{ah} = Expert validation
Tse = Raw score obtained
Tsh = highest score on the validation sheet
The validity criteria are as follows:

Table 1. Validity Criteria

No	Validity Criteria	Category
1.	84 < V < 100	Very Valid
2.	68 < V < 84	Valid
3.	52 < V < 68	Sufficiently Valid
4.	36 < V < 52	Less Valid
5.	20 < V < 36	Not Valid

While qualitative data from semi-structured interview were analyzed through data reduction, data display, and conclusion drawing. The findings from both types of data were used to revise the teaching materials and answer the research questions.

RESULTS AND DISCUSSION

Results

The results of this study are organized based on the research objectives. The data below show the research and development process, focusing on the development of Canva-assisted teaching material, the validation score from the experts in assessing the product's feasibility, and students' responses toward the use of Canva-assisted teaching material in the classroom.

1. The Process of Developing Canva-assisted Teaching Material for Teaching Writing Narrative Text in Junior High School

This section describes how the teaching material was developed for teaching writing narrative text. The product development process followed the five stages of the ADDIE model, including Analysis, Design, Development, Implementation, and Evaluation. The development of the product was assisted by Canva and followed the Genre-Based Approach frameworks.

Analysis

The first stage of ADDIE is analysis. This stage was conducted through two activities, including identifying students' need analysis using questionnaire and conducting a teacher interview. The findings from the students' need analysis questionnaire indicated that most students faced difficulty in understanding English material, including narrative text material. The lack of vocabulary became the main reason students struggled to understand the material, as they did not understand the meaning of the text. Moreover, students struggled in writing narrative text due to difficulty in developing ideas and plotlines, and a lack of understanding of grammar. This finding is supported by the data from the teacher interview. The teacher mentioned that most of the students' English skills are still lacking, especially in writing skills due to the lack of vocabulary, grammar comprehension, and language features of a text. English textbook is used as the main source in learning activities. However, the textbook didn't focus on teaching writing. The material presented in the textbook was not too in-depth and was less interactive. Therefore, these findings served as a foundation for the development of digital teaching materials such as an e-module to support teaching writing activities.

Design

The second stage is design. In this stage, the prototype of the e-module was designed based on the results of the previous stage, the analysis stage. The teaching material was designed as an e-module that students can easily access on their devices. The e-module was designed following

the principles of the Genre-Based Approach, which consists of Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). The teaching material was designed using Canva, combining a colorful visual layout, inserting images, videos, and interactive activities. There were a total of 24 pages in the e-module, consisting of a cover, preface, table of content, learning objectives, material of narrative text, students' activities, and references. The students' activities were integrated with several gamification websites, such as Mentimeter, Educandy, Educaplay, Wordwall, and Padlet. The integration of gamification aimed to prevent students from getting bored and to make learning activities more enjoyable. The e-module can be accessed through this link: https://emodulnarrative.my.canva.site/.

Development

During the development stage, the teaching material that had been designed in the previous stage was developed into a finished product. The finished product of the teaching material was reviewed and assessed for its feasibility by the experts. The validators were two lecturers of IKIP Siliwangi and one English teacher. To ensure that the developed teaching material was suitable for use in the classroom, particularly in teaching writing narrative text, a validation process was initially conducted by experts. There are seven aspects assessed during the development stage, including the e-module's content, presentation, GBA framework, language, visual appearance, usability, and media quality. These aspects were intended to evaluate the quality, appropriateness, and feasibility of the digital teaching material from different perspectives. The validators' assessment and feedback were considered in revising the product before being implemented in the classroom. The results of the product's feasibility assessment, including the scores, feedback, and revisions, will be discussed in the second section.

Implementation

After the product had been assessed and approved by the experts for its validity and feasibility, the product was tested directly in field testing through the implementation stage. The field testing was divided into two phases. The preliminary field test was conducted on a small scale. There were 16 students involved in the preliminary field test. Meanwhile, the main field test was conducted on a full classroom scale, involving 32 students. During the implementation, learning activities focused on utilizing the developed teaching material, which was structured based on the Genre-Based Approach (GBA) frameworks. The teaching material was divided into four sections. First is Building Knowledge of the Field (BKoF), which focused on introducing various examples of narrative text to students. The second section is Modeling of the Text (MoT), which aimed to build students' comprehension of the definition, social function, language features, and structure of narrative text. Students practiced developing their ideas in writing a narrative text during the Joint Construction of the Text (JCoT) section. Students were requested to collaborate with group members under teacher guidance to construct an outline of narrative text through activities in the e-module. Finally, in the Independent Construction of the Text (ICoT) section, students should construct a narrative text independently according to specific guidelines given in the e-module. The e-module was shared to the students, so they could access it through their own phones. Therefore, beyond testing the product's usability, the implementation stage also aimed to identify how the developed teaching materials can be applied to support the teaching and learning process for teaching writing.

Evaluation

At the end of the field test, students were asked about their responses toward the use of the e-module. The data were analyzed in the evaluation stage. This stage was focused on collecting data on students' responses toward the use of the digital teaching material in teaching writing

narrative text. The data were gathered using a questionnaire. The evaluation aimed to identify the perception of students on the product implemented in the classroom. Students' responses were considered important because they provided information from the users' perspective and could indicate whether the developed material was understandable, engaging, useful, and appropriate for supporting their learning process. The evaluation stage was conducted at the end of both the preliminary field test and the main field test. Conducting the evaluation after each phase of implementation enabled obtaining feedback from students at different stages of product testing. The results and analysis of the students' responses will be presented and discussed in the third section.

2. The Feasibility of Canva-assisted Teaching Material for Teaching Writing Narrative Text in Junior High School

This section presents the feasibility of the Canva-assisted teaching material for teaching writing narrative text. Before classroom implementation, the developed e-module was reviewed by three validators to assess its validity and feasibility for use in teaching writing. The e-module product was assessed by three expert validators: two lecturers from IKIP Siliwangi and one English teacher. Several aspects were evaluated, including content, presentation, Genre-Based Approach integration, language, visual appearance, usability, and media quality. The results of the validation are presented in Table 2 below.

Table 2. Expert Validation of the Developed Teaching Material

Validation Aspect	V1	V2	V3	Mean	%	Category
Content	3.8	4.5	4.5	4.3	85.3%	Very Valid
Presentation	4.67	4.5	4.67	4.6	92.2%	Very Valid
GBA	5	5	4.5	4.8	96.6%	Very Valid
Language	4	4.57	4.86	4.5	89.5%	Very Valid
Visual Appearance	4.5	4.5	4.5	4.5	90%	Very Valid
Usability	4.3	4	4.83	4.4	87.7%	Very Valid
Media Quality	4.5	4.5	4.75	4.6	91.6%	Very Valid
Overall				**4.5**	**90.4%**	**Very Valid**

Table 2 shows the results of the developed teaching material in seven aspects. The content aspect obtained a score of 85.3% from three validators. Meanwhile, the language aspect and usability aspect also gained a high score from the validators, at 89.5% and 87.7%. This indicates that the product was considered practical as it was easy to use and access, while the language used was considered appropriate for Junior High School students. The GBA aspect achieved the highest score among the seven aspects, at 96.6%. This indicates that the teaching material successfully integrated the principles and stages of the Genre-Based Approach in facilitating students' narrative text writing development. Furthermore, the presentation aspect gained 92.2%, the visual appearance aspect gained 90%, and the media quality achieved 91.6%. This indicates the visual design was attractive and readable for students. In addition, the layout and media components also supported the learning process.

Overall, the digital teaching material gained a total score of 90.4% with Very Valid category. However, several minor revisions were made in the product development by adding a template for writing narrative text in the ICoT step and clarifying the GBA steps in student activities by adding more activities in the JCoT step in developing ideas to write a narrative text. Here is the layout before and after revision.

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Volume 9, No. 6, November 2026 pp 1716-1728

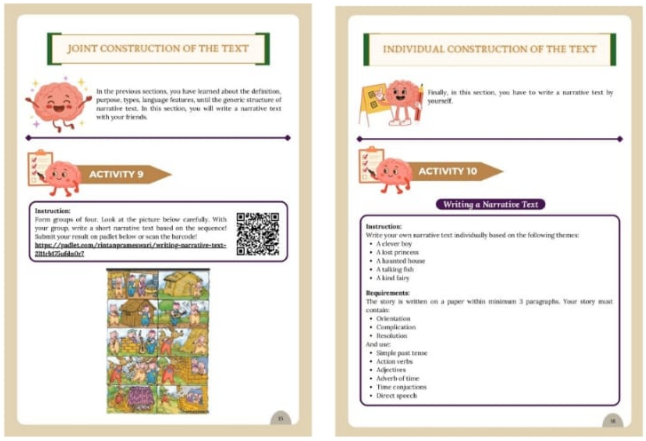

Figure 1. Product Before Revision

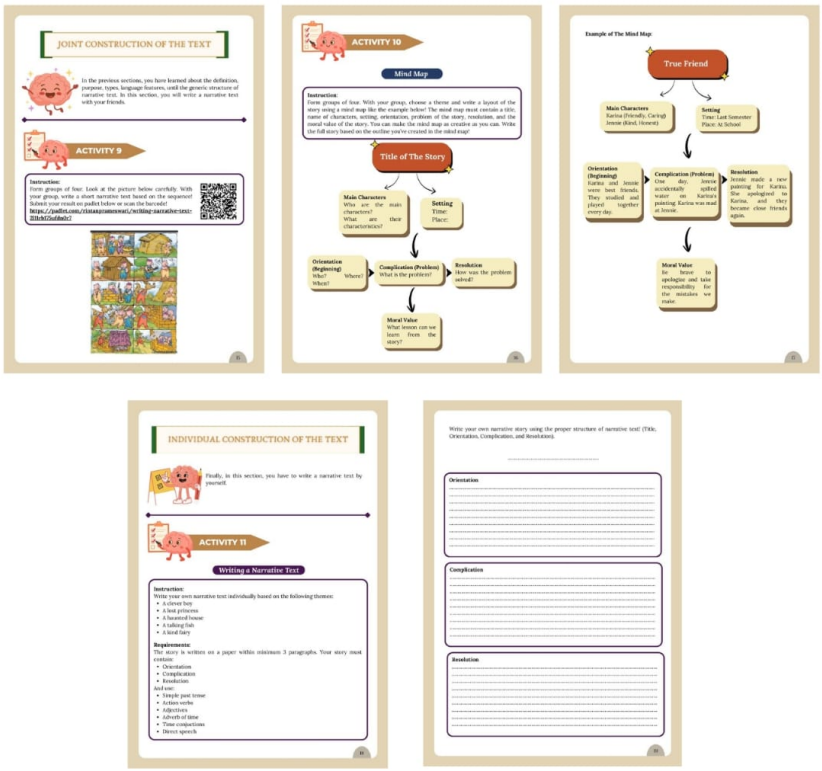

Figure 2. Product After Revision

Based on the findings above, it can be concluded that the teaching material was feasible for use in teaching and learning activities after recommended revisions were incorporated.

3. The Students' Responses toward the Use of Canva-assisted Teaching Material for Teaching Writing Narrative Text in Junior High School

This section explains the students' responses toward the use of the teaching material. The data were obtained from questionnaires administered during both the limited and broad trials. The table below presents the data of students' responses toward the use of the e-module.

Table 3. Results of the Students' Responses toward the Use of the Developed Teaching Material

No	Statements	Score Obtained	
		Preliminary Field Test	Main Field Test
1.	The developed teaching material makes learning more enjoyable.	3.62	3.56
2.	The developed teaching material makes me more motivated in learning activities.	3.18	3.31
3.	The developed teaching material makes learning activities boring.	1.81	1.72
4.	The developed teaching material is easy to use in learning activities.	3.37	3.44
5.	The developed teaching material makes it easier for me to understand narrative text material.	3.37	3.4
6.	The developed teaching material helps me in writing narrative text.	3.25	3.34
7.	The developed teaching material helps me improve my narrative text writing skills.	3.25	3.34
8.	The developed teaching material enhances my creative thinking skills in writing narrative text.	3.37	3.31
9.	The language used in the teaching material is easy to understand.	3.31	3.4
10.	The images in the teaching material are very engaging.	3.62	3.63
11.	The texts in the teaching material are easy to read.	3.31	3.28
12.	The colors used in the teaching material are attractive and appealing.	3.5	3.53
13.	The exercises in the teaching material are good.	3.44	3.47
14.	The instructions in the teaching material are clear.	3.44	3.53
15.	The narrative text examples provided in the teaching material are good.	3.5	3.44
Total Score		**49.3**	**49.7**
Mean		**3.28**	**3.31**
Percentage		**82.26%**	**82.8%**

Based on the findings above, the Canva-assisted teaching material received positive responses from students during the implementation stage. In the preliminary field test, the e-module obtained a positive response rate of 82.26% from 16 students. Meanwhile, in the main field test, the e-module gained a score of 82.8% from 32 students. During the implementation phase, students appeared enthusiastic when the e-module was introduced to them. They remained focused while watching the narrative text video presented in class and were more enthusiastic when trying activities that incorporate gamification. From these findings, it can be concluded that students had positive perceptions toward the use of the Canva-assisted teaching material in terms of its attractiveness, ease of use, language, and visual presentation. Furthermore, the teaching material was beneficial in helping students understand narrative text material and develop ideas in writing narrative text. Overall, the developed teaching material is considered feasible and practical to be used in teaching writing narrative text in Junior High School.

Discussion

The present study developed a Canva-assisted teaching material based on the Genre-Based Approach (GBA) to support the teaching writing narrative text for Junior High School students. The findings indicate that the developed product is both feasible and practical for classroom use. These findings answer the three research objectives concerning the development process, product feasibility, and students' responses toward the developed teaching material.

The needs analysis revealed that students encountered difficulties in writing narrative text, particularly in vocabulary mastery, grammar, idea development, and organizing story plots. These findings are consistent with the studies conducted by Risnawaty et al. (2021) and Wau (2022), who reported that limited vocabulary and grammatical competence are among the major factors affecting students' writing performance. Furthermore, the teacher interview confirmed that the available teaching materials were still limited to printed textbooks that did not facilitate students in developing writing skills through systematic learning activities. Therefore, developing digital teaching materials based on students' needs became an appropriate solution. The development process followed the ADDIE design model, enabling the product to be developed systematically through analysis, design, development, implementation, and evaluation. The teaching material integrated the four stages of the Genre-Based Approach, namely Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). This instructional sequence provides gradual learning support that helps students understand the characteristics of narrative texts before producing their own writing. The result supports Sinaga and Fitriyani (2019), who argued that the Genre-Based Approach effectively guides students through the writing process by providing explicit instruction and scaffolding.

The expert validation results demonstrated that the developed teaching material gained an overall validity score of 90.4%, categorized as very valid. Among the assessed aspects, the Genre-Based Approach component obtained the highest score, indicating that the learning activities successfully reflected the instructional stages of GBA. Likewise, the presentation, visual appearance, and media quality also received very high scores, suggesting that the Canva-assisted design successfully enhanced the visual attractiveness and organization of the teaching material. These findings are in line with Erfiana & Rohmah (2025) and Ulfayati & Aisyah (2025), who found that Canva provides interactive visual features that increase students' learning motivation and facilitate more engaging instructional materials. In addition, the result aligns with Irenia & Aminatun (2025) and Junardi (2025) who reported that the integration of Canva-assisted teaching material using the GBA framework enables to addressed common writing challenges and enables students to organize ideas while encouraging creativity and engagement.

Students' responses further confirmed the practicality of the developed product. Both the preliminary and main field tests resulted in positive response percentages exceeding 82%, indicating that students perceived the teaching material as interesting, easy to understand, and beneficial for learning narrative writing. The colorful visual design, integrated multimedia elements, and interactive activities encouraged students to participate actively during classroom learning. These findings support Mahendra & Arianto (2022), who reported that digital teaching materials could improve students' engagement and motivation in learning English writing. Moreover, the findings also align with Amanda et al. (2024) and Priyatna et al. (2023), who found that digital platforms such as Canva that can be accessed easily could provide more interactive and immersive learning.

Overall, this study demonstrates that integrating Canva with the Genre-Based Approach can produce teaching materials that are pedagogically appropriate, visually engaging, and practically applicable in Junior High School. The developed teaching material not only addresses students' writing difficulties but also provides teachers with an alternative digital resource that aligns with current educational needs and the use of technology.

CONCLUSION

This study successfully developed a Canva-assisted teaching material for teaching writing narrative text through the Genre-Based Approach using the ADDIE model. The development process consisted of five systematic stages, consisting of analysis, design, development, implementation, and evaluation. The needs analysis identified students' difficulties in vocabulary, grammar, idea development, and narrative text writing, which became the basis for developing the teaching material. The expert validation results showed that the developed teaching material was categorized overall as very valid, indicating that the teaching material is feasible to use in classroom activities. In addition, students' responses during both the preliminary and main field tests were positive, students perceived the teaching material as helpful for learning narrative writing, attractive, and easy to use. Therefore, the developed teaching material is considered feasible and practical for teaching narrative writing in Junior High School. This study was limited by the small number of participants and the focus on the development of writing narrative teaching material using Genre-Based Approach assisted by Canva. Future studies are recommended to involve a larger number of participants, different educational contexts, and investigate the effectiveness of the teaching material in improving students' writing achievement through experimental research in a longer-term implementation.

ACKNOWLEDGMENTS

The author would like to express sincere gratitude to God for the blessings so that the author was able to finish this research. The author would like to deliver gratitude to the supervisors, Mrs. Lilis Suryani and Mrs. Setya, for the valuable guidance, suggestions, and encouragement throughout the research process. Sincere appreciation is also extended to the lecturers and English teacher who participated as validators and provided constructive feedback for the improvement of the developed teaching material. The author would like to thank the students who participated in the research and provided valuable responses during the implementation of the teaching material. Additionally, sincere thanks are given to family and friends for the encouragement during finishing this article. Finally, the researcher acknowledges the support and the opportunity that IKIP Siliwangi has given for the researcher to publish this research article.

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