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Developing Canva AI-Based Interactive Learning Media Using Story Mapping for Teaching Narrative Text at Nurul Ilmi Boarding School

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Abstract

This study aimed to develop Canva Code AI-based interactive learning media using the Story Mapping technique for teaching narrative text to eighth-grade students at Nurul Ilmi Boarding School and to examine its feasibility for classroom use. The study employed a Research and Development (R&D) approach with the ADDIE development model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. Data were collected through field notes, a teacher interview, an expert validation sheet, and a teacher response questionnaire. The developed media integrated narrative-text materials, visual illustrations, vocabulary support, audio-assisted reading, Story Mapping activities, and interactive comprehension exercises. The product was validated by two experts using 13 indicators, with each validator obtaining a score of 49 out of 52, resulting in a validation percentage of 94.23%. The teacher response questionnaire consisted of 10 statements and obtained a total score of 44 out of 50, equivalent to 88%. The findings indicate that the developed media met the feasibility criteria and was considered appropriate and practical for classroom use. The integration of Canva Code AI and Story Mapping provided a structured and interactive learning resource that was adapted to the boarding-school context, where students had limited access to individual digital devices. This study focused on product development and feasibility rather than measuring learning effectiveness.

Keywords: Canva Code AI; Interactive Listening Media; Story Mapping; Narrative Text; EFL

INTRODUCTION

In Indonesia, digital technology and online application have created potential to support English learning and create more flexible learning experiences (Hidayat et al., 2022) . At the same time, the development of artificial intelligence (AI) has opened up new opportunities for English language training by providing tools thst can enhance teaching and learning activities (Tolstykh & Oshchepkova, 2024). Canva Code , a developing AI-supported technology, allows people to build interactive digital experiences, such as websites, games, and other interactive activities, by explaining their ideas using natural-language prompts rather than traditional coding. Unlike Canva's standard design features, which are primarily used to create visual materials and presentations, Canva Code allows users to create interactive experiences that respond to user inputs (Canva 2026). As a result, Canva Code allows you to create English learning media that includes interactive learning activities in addition to static visual presentations.

Narrative-text learning is one area that could benefit the most from such instructional support. Narrative literature is an important genre in junior high school English education because it exposes student to sequences of events, characters, settings, conflicts, and resolves while also allowing opportunities to analyze themes and values communicated via stories (Mery Handrayani; Annisha Dyuli Adha; Rahma Dania, 2025; Rosyadi et al., 2023) . However, reading narrative texts can be difficult for EFL learners because they must recognize the text's structure, follow the sequence of events, analyze language, and connect information across different parts of the story. Recent research in Indonesia junior high school environtments indicated issues with terminology, primary ideas, detailed information, inference, and narrative-text structure (Rosyadi et al., 2023; Tijani & Masruroh, 2025). These limitations suggest that narrative-text instruction need learning support that can assist students in processing story information systematically while making the structure and links between narrative pieces more visible.

Despite its significance in English languge acquisition, narrative text can be difficult for junior high school students. Previous research have revealed that learners may encountered difficulty in reading narrative texts, notably in interpreting language, identifying primary concepts, recognizing text structure, and following the flow of events (Rosyadi et al., 2023; Tijani & Masruroh, 2025). Students may also have trouble comprehending how the various elements of a tale are connected, including characters, settings, conflicts, and resolves, which can impair their overall comprehension of the work (Mery Handrayani; Annisha Dyuli Adha; Rahma Dania, 2025). These issues demonstrate that learning narrative text needs more than just exposure to the text, students require instructional support to help them locate, organize, and connect essential information within the story.

To meet these instructional needs, interactive digital learning media can allow students to interact with learning information through a variety of representations and activities. Sari et al. (2023) discovered that Canva maybe used to generate numerous sorts of English learning media, including presentation slides, flashcards, movies, textbooks, infographics, and social media content, as well as facilitating the production of multimodal learning materials. Similarly, Savitri & Ratri (2025) found that students usually viewed Canva positively since its visual and interactive aspects could help with motivation, engagement, and understanding in English learning. These findings indicate that when the properties of digital media are linked with instructional aims, it can deliver more than just visual display. Thus, the use of interactive digital media should be complemented with a pedagogical framework that enables students to analyze and organize learning content in a methodical manner.

Story Mapping is an educational approach that is particularly useful to narrative text learning. Riffani (2022) observed that using story maps helped students build a deeper grasp of narrative texts, and that many students found the technique intriguing and entertaining. Story Mapping integrates key aspects of a narrative into a visual structure, allowing students to discover and connect story components more systematically. Jameel (2022) also demonstrated how narrative mapping can help students organize ideas and grasp linkages between pieces in a text. Story Mapping by highliting narrative structures, can assist students in following the course of events and connecting characters, settings, issues, and resolutions. As a result, incorporating Story Mapping into an interactive digital media may give a more structured approach for students to investigate and grasp narrative materials (Jameel, 2022; Riffani, 2022).

Although prior research has shown that digital media and Story Mapping have potential in English language acquisition, the combination of these two components in an AI-supported interactive learning media has yet to be explored. Sari et al. (2023) investigated the use of Canva for creating English learning media and highlighted its potential to support creative and multimodal instructional materials, where as Riffani (2022) investigated the use of Story Mapping in narrative-text learning and found positive student perceptions. Jameel (2022) investigated Story Mapping as an instructional tool for organizing ideas and enhancing students comprehension of text structure. However, these research have primarily focused on Canva as a digital design tool or Story Mapping as a stand alone teaching technique. They have received little attention for their integration into an AI-supported interactive media specifically developed for narrative-text learning. As a result, further research is required to determine how Canva Code AI and Story Mapping maybe combined to give interactive and structured support for students studying narrative text.

To bridge this gap, the current project creates Canva Code AI-based interactive learning media utilizing the Story Mapping technique to teach narrative literature to eight-grade students at Nurul Ilmi Boarding School. The developed media combines interactive digital features with Story Mapping to give students with systematic assistance in recognizing and organizing story elements throughout the learning process. Canva Code AI provides a technology environment for presenting learning materials and interactive activities, while Story Mapping serves as a pedagogical framework for structuring the narrative's contents and sequencing. As a result, this study focused on studying the development process, identifying the challenges faced during the creation and implementation stages, and assessing the practicality of the resultant learning media based on expert validation and teacher feedback. Based on the research gap and the aim of the project, the following research questions were developed:

1. How is the process of developing Canva AI-based interactive learning media through the Story Mapping technique for teaching narrative text to eighth-grade students?
2. What obstacles are encountered by teachers and students during the development and implementation of Canva AI-based interactive learning media through the Story Mapping technique for teaching narrative text to eighth-grade students?
3. How feasible is the Canva AI-based interactive learning media through the Story Mapping technique for teaching narrative text in terms of validity, practicality, and usability?

METHOD

Research Design

In order to create Canva Code AI-based interactive learning materials that use the Story Mapping technique to teach narrative text to eighth-grade students, this study employed a Research and Development (R&D) approach to develop Canva Code AI-based interactive learning media using the Story Mapping technique for teaching narrative text to eighth-grade students. The development process adopted the ADDIE model proposed by Branch (2009), which consists of five interconnected stages: Analysis, Design, Development, Implementation, and Evaluation. In this study, R&D refers to the overall research approach, while ADDIE served as the systematic model for developing, trying out, evaluating, and refining the learning media. The development process focused on identifying instructional needs, designing and developing the product, implementing it in the target classroom context, and evaluating its feasibility. The

study did not employ an experimental design or pre-test and post-test procedures because its primary focus was the development and feasibility of the learning media rather than measuring learning effectiveness.

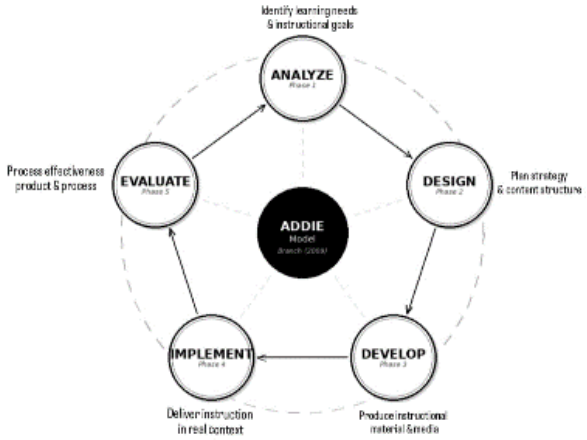

Figure 1. The ADDIE Development Model (Branch, 2009). The model illustrates the five interconnected stages of the development process: Analysis, Design, Development, Implementation, and Evaluation.

Research Setting and Participants

The study was conducted at Nurul Ilmi Boarding School and involved eighth-grade students as the target users of the developed learning media. The product trial was conducted in two stages. The first stage was a small-scale trial involving five students. This stage was intended to identify initial instructional, practical, and technical issues that might occur when the media was used in the classroom. Based on observations during the small-scale trial, necessary improvements were made to the product before the next trial. The second stage was a large-scale trial involving twenty students and was conducted after the product had been refined. The two trials involved a total of twenty-five students. In addition, the English teacher participated by providing instructional information through an interview and evaluating the developed media through a teacher response questionnaire.

Development procedure

The development procedure followed the ADDIE model.

Analyze

The Analysis stage was conducted to identify the instructional needs and contextual conditions that informed the development of the learning media. Field notes were used to document classroom conditions, student participation, learning difficulties, existing learning resources, and classroom interaction patterns. A teacher interview was also conducted to obtain information about students' difficulties in learning narrative text, the instructional practices commonly used, available learning facilities, and the teacher's expectations for supporting materials. The information obtained from these instruments was used as the basis for determining the content, learning activities, visual features, and interactive components required in the developed media.

Design

The Design stage translated the needs identified during the Analysis stage into a structured plan for the learning media. The product was designed as an interactive learning resource entitled *Story World: The Golden Deer Adventure*. The planned components included an introduction to narrative text, narrative-text categories, vocabulary support, audio-assisted reading, Story Mapping activities, navigation features, and comprehension exercises. The learning sequence was organized progressively, beginning with an introduction to narrative text, followed by vocabulary exploration, story listening and reading, identification of narrative elements, Story Mapping activities, and comprehension exercises. The design also considered the boarding-school context, in which students had limited access to individual smartphones; therefore, the media was planned primarily for shared classroom use through available display facilities.

Develop

The Development stage transformed the planned design into a functional interactive learning product. The resulting media, entitled *Story World: The Golden Deer Adventure*, consisted of a welcome page, narrative-text categories, the story *The Golden Deer*, a Vocabulary Explorer, audio-supported story presentation, adjustable listening-speed features, Show/Hide Text functions, Story Mapping activities, matching tasks, drag-and-drop activities, True/False questions, and multiple-choice comprehension exercises. These components were integrated into a sequential learning experience in which students were introduced to narrative concepts, explored unfamiliar vocabulary, listened to and read the story, organized story elements through Story Mapping, and completed comprehension activities. The developed product was then reviewed through expert validation to obtain feedback regarding its instructional and media aspects before classroom implementation.

Implement

The Implementation stage involved two classroom trials. The first trial was conducted on a small scale with five students to observe the initial use of the media and identify instructional, practical, and technical issues. Field notes were used to record students' participation, interaction with the media, difficulties during activities, and technical conditions during the trial. Following the small-scale trial, the product was refined based on the identified observations. The revised product was subsequently implemented in a large-scale trial involving twenty students in the target classroom setting. During this stage, field notes were again used to document classroom interaction and students' responses to the media, while the teacher completed a response questionnaire to provide an overall evaluation of the product's practicality and usability.

Evaluate

The Evaluation stage involved reviewing the information obtained throughout the development process to determine whether the developed media addressed the identified instructional needs and was appropriate for classroom use. The evaluation considered expert validation results, teacher feedback, field notes, and teacher interview findings. Particular attention was given to the instructional clarity, visual presentation, interactive activities, vocabulary support, and suitability of the media for the boarding-school classroom context. The evaluation was used to

identify aspects that required refinement and to ensure that the final product remained aligned with the intended learning objectives.

Research Instruments

This study included four instruments: field notes, a teacher interview guide, an expert validation sheet, and a teacher response questionnaire. Field notes were taken during the analyze and implement stages to document classroom circumstances, student participation, learning obstacles, interactions with the media, and implementation issues. During the analyze stage, the teacher interview guide was utilized to determine the students learning challenges, current teaching techniques, available learning media, and the teacher's instructional needs. The expert validations sheet was utilized during the develop stage to evaluate the instructional applicability of the created media and make change suggestions. The teacher response questionnaire was sent during the implement and evaluate stages to collect the instructors opinion on the feasibility, applicability, and usability of the generated learning materials.

Instrument Scales

The teacher response questionnaire used a five-point Likert scale ranging from Strongly Agree (5) to Strongly Disagree (1). The expert validation sheet used a four-point rating scale ranging from Very Good (4) to Very Poor (1). Field notes and the teacher interview were analyzed descriptively and therefore did not use numerical scoring. The scoring scales were used to calculate the percentage scores of the expert validation and teacher response data.The field notes and teacher interview were analyzed subjectively, hence no numer rating system was used.

Table 1. Likert Scale for Teacher Response Questionnaire

Response	Score
Strongly Agree (SS)	5
Agree (S)	4
Quite Agree (CS)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Table 2. Likert Scale for Expert Validators

Response	Score
Very Good	4
Good	3
Poor	2
Very Poor	1

Product Trials

The developed product was tested through two classroom trial stages. The small-scale trial involved five students and was conducted to identify initial instructional, practical, and technical issues in the use of the media. Students interacted with the learning materials and activities while the researcher recorded classroom conditions and student participation through field notes. The findings from this stage were used to refine the product before the next trial. The large-scale trial was then conducted with twenty students using the revised version of the media in the target classroom setting. Field notes were used during both trials to document

student engagement, interaction with the media, difficulties, and technical conditions, while teacher feedback was obtained through the response questionnaire. These trials were conducted to examine the practicality and usability of the developed product rather than to measure its effectiveness on students' learning outcomes.

Validity Categories

The expert validation results were analyze using the validity categories proposed by Saputra et al. (2024), a percentage score of 81-100% was considered Very Valid, 61-80% Valid, 41-60% Moderately Valid, 21-40% Less Valid, and 0-20% Invalid.

Table 3. Category of Validity

Percentages	Category
81-100%	Very Valid
61-80%	Valid
41-60%	Moderately Valid
21-40%	Less Valid
0-20%	Invalid

Data Analysis

The quantitative data from expert validation sheet and teacher response questionnaire were evaluated descriptively with percentages scores. Descriptive analysis was utilized to summarize the questionnaire data and evaluate the overall assessment of the generated learning media, as was done in prior research involving digital learning media and Likert-scale questionnaires (Savitri & Ratri, 2025). The percentage score was computed using the following formula:

$$P = (x / n) \times 100\%$$

Where **P** is the percentage score, **x** is the total score obtained, and **n** is the highest possible score. For the expert validation sheet, the maximum score was determined by multiplying the number of indicators by the highest rating score. For the teacher response questionnaire, the maximum score was determined by multiplying the number of items by the highest Likert score. The collected percentages were then interpreted using the established feasibility criteria.

Qualitative data from the teacher interview and field notes were analyzed descriptively to identify information about students learning difficulties, current instructional practices, implementation challenges, student interaction with media, technical issues, and aspects that needed to be revised. The qualitative findings were utilized to illustrate both the development process and the challenges faced during implementation.

RESULTS AND DISCUSSION

Results

The Process of Developing the Canva Code AI-Based Interactive Learning Media

The Canva Code AI-based interactive learning media was created utilizing the Story Mapping technique, which followed the ADDIE models five stages: analyze, design, develop, implement, and evaluate.

Analyze

The analysis identified several learning problems and developmental needs that became the basis for designing the Canva AI-based interactive learning media through the Story Mapping technique. First, students experienced difficulty in identifying the orientation, complication, and resolution of narrative texts. Therefore, the media was designed to provide clear explanations of narrative structure through Story Mapping activities. Second, students had difficulty following the sequence of events in a story, indicating the need for a visual representation of story events. To address this need, the media incorporated Story Mapping activities combined with visual story presentations to help students understand the chronological development of the narrative. Third, students frequently encounteredunfamiliar vocabulary, which indicated the need for additional vocabulary support. Accordingly, the media included vocabulary explorer activities supported by audio to help students recognize and understand new words.

The analysis also showed that students tended to lose concentration when exposed to long explanations, suggesting the need for more engaging learning activities. In response, interactive activities were incorporated into the learning media to provide a more active learning experience. In addition, the existing learning media were mainly textbook-based and relatively simple, creating a need for more attractive visual learning materials. The development therefore utilized a Canva Code AI-based visual interface to present the learning content in a more engaging and interactive format. Furthermore, the analysis indicated that the learning activities tended to be repetitive, highlighting the need for greater activity variation. To address this issue, the media provided several types of activities, including matching, true/false, multiple-choice, and drag-and-drop tasks. Finally, student participation was found to be relatively limited, indicating the need for activities that could encourage more active involvement. Therefore, the developed media was designed as classroom-oriented interactive learning media that allows students to participate actively while learning narrative text through Story Mapping.

Design

The design step converted the specificied demands into the framework of the learning materials. The product was created as interactive teaching resources called Story World: Golden Deer Adventure. Canva Code AI served as the digital environtments for creating the interface and interactive presentation. The design included narrative-text explanations, graphic illustrations, vocabulary help, audio, navigation, Story Mapping, and comprehension exercises.

The information was organized from introduction to application. Students first learned about the many forms of narrative texts and the chosen story, then explored vocabulary and listened to read the stories. The primary Story Mapping part then instructed students to identify the interactive tasks to strengthen comprehension. Because the study was conducted in a boarding school setting with restricted access to personal cellphones, the media was created primarily for collective classroom usage via the existing display facilities.

Development

The development step translated the intended concept into a working product. The final media includes a welcome page, narrative-text categories, the story “The Golden Deer”, a vocabulary explore, an audio-supported story presentation, adjustable listening speeds, Show/Hide Text functions, Story Map activities, matching tasks, drag-and-drop Story Map tasks, True/False questions, and multiple-choice comprehension questions. These components were interwoven

so that students could transition from absorbing knowledge to organizing tale elements and assessing their comprehension.



Figure 2. Main Interface and Learning Materials: Welcome Page



Figure 3. Story Mapping and Interactive Story Activities: A Drag-and-Drop Story Map



Figure 4. Audio-Supported Reading and Comprehension Activities: A Story Reading with Audio Controls

Implementation

The implementation stage was conducted to examine how the developed Canva AI-based interactive learning media was used in the actual learning context and to identify initial obstacles before broader implementation. The product was first introduced through a small-scale trial involving five eighth-grade students. During this stage, the students interacted with the narrative text materials, vocabulary activities, audio-supported reading, and Story Mapping tasks while the researcher observed their responses and the use of the media through field notes. The observations focused on students' engagement, their interaction with the available features, and any difficulties encountered while completing the learning activities.

Following the small-scale trial, revisions were made based on the observed needs and identified obstacles. The revised product was then implemented in a large-scale trial involving twenty eighth-grade students. The same learning activities were applied in a classroom setting using the developed media as the main instructional support. Field notes were used to document students' participation and responses during the implementation, while the teacher response

questionnaire was used to obtain the teacher's perception of the practicality and usability of the media. The implementation stage therefore provided practical information for evaluating whether the developed media could be used appropriately in the intended classroom context.

Evaluation

The evaluation stage was conducted as the final stage of the ADDIE development process to review and refine the developed Canva AI-based interactive learning media. The evaluation considered the findings obtained throughout the development and implementation stages, particularly the identified learning needs, students' responses, and feedback related to the use of the media. The evaluation did not involve an effectiveness test but focused on determining the aspects of the product that required further improvement before the final version was established.

Based on the evaluation findings and feedback from the supervisors, several revisions were made to improve the quality of the media. Additional vocabulary was incorporated to provide greater support for students in understanding the narrative text and completing the learning activities. The visual presentation of the media was also improved by making the interface more attractive and engaging while maintaining the essential learning content and instructional objectives. These revisions resulted in a refined version of the interactive media that retained its core narrative-text and Story Mapping activities while providing clearer vocabulary support and a more appealing learning experience.

2. Obstacles Faced during Development and Implementation

The field notes and teacher interview revealed various challenges faced during the creation and deployment of the instructional medium. The first challenge was pupils' inability to identify the generic structure of narrative texts, including direction, intricacy, and resolution. Students also had difficulties following the order of events and understanding novel language. Furthermore, several students demonstrated decreased attentiveness when learning activities centered on long explanations and textbook information.

Another practical barrier was the boarding-school study environment, in which students did not have constant access to their own iPhones. As a result, the generated media was mostly used as a shared classroom resource, taking advantage of the available display resources. This condition altered how students engaged with media and required the instructor to handle the activities collaboratively. The field notes also documented implementation challenges and technological concerns encountered during classroom testing. These findings were utilized to revise and improve the created media.

3. Media Feasibility Based on Expert Validation

Two specialists verified the created learning material using 13 factors. The maximum score was 52 points, derived from 13 indications multiplied by the highest rating score of 4. Both validators awarded a total score of 49 points, for a percentage of 94.23% apiece. The average score was similarly 49 out of 52, which equates to 94.23%. The validation results are shown in Table 5.

The findings show that both experts consistently gave high ratings to the developed media. The 94.23% result shows that the medium meets the instructional requirements examined by the

validation tool. The similarity of the ratings between the two validators suggests that the generated product's quality and appropriateness are assessed similarly. Based on these findings, the medium was deemed sufficiently practicable to move on to the classroom implementation stage.

Table 5. Expert Validation Results

Validator	Obtained Score	Maximum Score	Percentage	Category
Validator 1 – Mu'man, M.Pd.	49	52	94.23%	Very Feasible
Validator 2 – Setya Resmini, M.Pd.	49	52	94.23%	Very Feasible
Average	49	52	94.23%	Very Feasible

4. Teacher Response to the Developed Media

The teacher response form included eleven statements including curriculum alignment, content organization, Story Mapping, visual appearance, audio and visual support, navigation, student engagement, fit for the boarding-school context, listening support, and overall usability. The teacher chose Strongly Agree for four and Agree for six statements. The overall score was 44 out of a possible 50 points, for an 88% percentage.

Curriculum alignment, audio and visual assistance, student engagement, and fit for the boarding school environment received the highest scores, with each scoring a 5 or 100%. The other aspects obtained a score of four, or 80%. Overall, the 88% score suggests that the instructor gave a good appraisal of the created learning media's applicability and practicality for classroom usage.

Table 6. Teacher Response Results

No.	Statement Aspect	Score	Percentage
1	Alignment with the Merdeka Curriculum for Grade VIII.	5	100%
2	Systematic presentation of Narrative Text.	4	80%
3	Story Mapping supports understanding of Narrative Text structure.	4	80%
4	Visual appearance is attractive and appropriate for junior high school students.	4	80%
5	Audio and visual elements support listening learning.	5	100%
6	Navigation buttons are easy to use in class.	4	80%
7	Media can increase student participation.	5	100%
8	Media is suitable for the boarding-school context without individual smartphones.	5	100%
9	Media can serve as an alternative listening learning resource.	4	80%

No.	Statement Aspect	Score	Percentage
10	Overall, the media is effective for English learning use.	4	80%
	Total	44/50	88%

Discussion

The expert validation results provide evidence that the developed media fulfilled the instructional and media criteria assessed through the validation instrument. Both validators obtained a score of 49 out of 52, equivalent to 94.23%, indicating a consistent assessment across the 13 indicators. This finding is in line with Kartiwi & Rostikawati (2022), who reported that Canva-based learning media for junior high school students received positive expert evaluations in terms of content, visual aspects, design, and attractiveness. Although the percentage obtained in the present study should not be directly compared with their result because the instruments, indicators, and numbers of validators were different, both studies show that Canva can support the development of visually organized and attractive language-learning media. Similar support is also provided by Sari et al. (2023), who found that Canva offered varied templates, supported creativity, saved time in developing learning media, and enabled the production of fun multimodal English materials.

The strong validation result can also be interpreted in relation to the integration of Story Mapping with interactive media features. The developed product did not merely present narrative-text materials in digital form but combined Story Mapping activities, vocabulary support, audio-assisted reading, visual elements, and comprehension activities within one learning environment. This finding is consistent with Riffani (2022), whose study of junior high school students found that Story Mapping helped learners understand narrative texts more deeply and was perceived as interesting and enjoyable, although some students reported that the technique required considerable time and space. The present study differs in that Story Mapping was embedded in an interactive digital medium, which provides a more structured presentation of narrative elements and integrates several forms of learning support within the same product. Jameel (2022) similarly reported that the use of Story Mapping was associated with better writing performance and more positive attitudes toward English writing, although that study employed an experimental design and focused on learning effects rather than product development and feasibility. Thus, the present findings extend previous Story Mapping research by showing how the technique can be incorporated into a multimodal digital learning product rather than being used only as a stand-alone instructional technique.

The teacher response produced a score of 44 out of 50, equivalent to 88%, across aspects including curriculum alignment, content organization, Story Mapping, visual presentation, audio and visual support, navigation, student participation, listening support, and suitability for the boarding-school context. This positive response is consistent with Sari et al. (2023), who found that Canva supported the creation of practical and multimodal English learning materials and was considered easy to use by EFL students developing teaching media. A similar tendency was reported by Wachyu Meike Imelda (2023), whose study found that students became more active, motivated, and engaged when Canva was used as interactive hypermedia in English learning. The present study, however, places greater emphasis on teacher evaluation of a specifically developed narrative-text product rather than on students' perceptions or general

English learning activities. In addition, Nyoman Sugiani (2023) reported that Canva was considered suitable for English learning because it could support students' writing, creativity, critical thinking, and motivation, while also identifying limitations related to teachers' ability to monitor students' work processes. This comparison suggests that the 88% teacher response in the present study reflects not only the attractiveness of Canva-based media but also the extent to which the developed product was adapted to the instructional needs of the target classroom. The 80% scores identified on several teacher-evaluated aspects also provide an important contrast to the overall positive response. Rather than indicating a failure of the product, these scores suggest that some components still require refinement, particularly visual presentation, navigation, and the organization of learning support. This finding is comparable to Riffani (2022) observation that although Story Mapping was generally perceived positively, some learners experienced difficulties because the technique could require additional time and space. The difference is that the difficulties identified in the present study were primarily related to product refinement rather than to the basic acceptability of the Story Mapping approach. The findings also support the observations of Nyoman Sugiani (2023), who identified limitations in the implementation of Canva despite recognizing its potential for English learning. Consequently, the teacher response should be interpreted not only as evidence of acceptance but also as formative feedback that can guide subsequent improvements to the developed media. Taken together, the findings indicate that the developed media demonstrated feasibility based on expert validation and teacher response. The expert validation score of 94.23% and the teacher response score of 88% indicate that the product fulfilled the instructional, visual, and classroom-related criteria assessed in the study. These findings are consistent with Hardina et al. (2024) , who developed Canva-based narrative reading materials for eighth-grade junior high school students using the ADDIE model and reported that students responded positively to visually engaging narrative materials, with more than 80% of participants finding the materials more relatable and easier to understand than traditional texts. The similarity lies in the use of Canva to make narrative learning more visually engaging and accessible for junior high school learners, while the difference lies in the focus of the products and evaluation: Hardina et al. (2024) examined the development of culturally relevant narrative reading materials and their contribution to engagement and reading comprehension, whereas the present study emphasizes the feasibility of a Canva AI-based interactive learning medium integrating Story Mapping, vocabulary support, audio-assisted reading, and comprehension activities. This distinction is important because the positive percentages obtained in the present study should be interpreted as evidence of product feasibility rather than as evidence of effectiveness in improving students' learning outcomes. In this regard, the present study contributes a different development focus by combining Canva AI, interactive features, and the Story Mapping technique within a narrative-text learning medium designed for a specific classroom context.

CONCLUSION

This study developed Canva Code AI-based interactive learning media using the Story Mapping technique for teaching narrative text to eighth-grade students at Nurul Ilmi Boarding School. The development followed the five stages of the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation. The analysis identified students' difficulties in understanding narrative structure, following the sequence of events, dealing with unfamiliar vocabulary, and maintaining attention during learning activities. These needs were addressed through an interactive product that integrated narrative-text materials, visual illustrations,

vocabulary support, audio-assisted reading, Story Mapping activities, and comprehension exercises.

The development and implementation process also identified several obstacles, particularly students' difficulties with narrative-text structure and vocabulary and the limited availability of individual digital devices in the boarding-school context. These conditions influenced the design of the media, which was developed primarily for shared classroom use. The small-scale and large-scale trials provided opportunities to observe the use of the product and identify aspects requiring refinement.

In terms of feasibility, the developed media obtained a validation score of 49 out of 52 (94.23%) from each of the two expert validators. The teacher response questionnaire produced a score of 44 out of 50 (88%). These results indicate that the developed media met the feasibility criteria used in the study and was considered appropriate for classroom use. However, the findings represent evidence of product validity and practicality rather than learning effectiveness. Further research may examine the effectiveness of the developed media on students' narrative-text learning outcomes using an appropriate research design and a larger number of participants.

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