

The Effectiveness of Using Interactive Media on Students' Interest in Learning English at a Junior High School

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ABSTRACT

This study aimed to determine the effect of using Canva-based interactive media on students' interest in learning English, analyze the differences in students' interest between classes using Canva-based interactive media and conventional teaching methods, and measure the effectiveness of Canva-based interactive media in enhancing students' interest in learning English at SMPN 1 Sakra. This study employed a quantitative experimental design. The population consisted of 277 eighth-grade students of SMPN 1 Sakra distributed across eight classes. The sample consisted of 67 students selected through cluster random sampling, comprising 35 students in the experimental class and 32 students in the control class. The experimental class received English learning supported by Canva-based interactive media, while the control class received conventional teaching methods. Data were collected using a questionnaire measuring students' interest in learning English and analyzed using descriptive statistics and an Independent Samples t-test. The findings showed that the experimental class obtained a higher mean score (89.63) than the control class (48.97), with a mean difference of 40.66 points. The Independent Samples t-test indicated a statistically significant difference between the two groups ($t = 14.992$, $df = 38.732$, $p < .001$). Furthermore, the effect-size analysis produced a Cohen's d of 3.796, indicating a very large effect. These findings demonstrate that Canva-based interactive media was effective in supporting students' interest in learning English at SMPN 1 Sakra. Therefore, Canva-based interactive media can be considered an alternative instructional medium for creating more engaging and interactive English learning experiences.

Keywords: Canva-Based Interactive Media, Students' Interest, English Language Learning, Smpn 1 Sakra

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INTRODUCTION

The advancement of digital technology in education during the 21st century has led to notable transformations in the learning process within schools, particularly in English language acquisition. The application of technology-driven educational tools is becoming more essential for fostering lively, interactive, and student-focused learning experiences. In contemporary education, interactive media has become a groundbreaking tool that boosts student involvement in the learning experience by combining visual, auditory, animated, and interactive elements within one educational platform. Research by Purwasi et al. (2023) indicates that utilizing digital interactive media can enhance student engagement and lead to a more enjoyable educational experience compared to traditional approaches. Additionally, the emergence of digital platforms like Canva for Education offers teachers the chance to create learning resources that are more imaginative, visually appealing, and engaging, thereby addressing the demands of today's digital generation.

Learning English in Indonesia continues to encounter numerous obstacles, especially at the junior high school stage. Numerous students consider English a challenging subject because of restricted vocabulary, insufficient self-confidence, and a lack of interest in engaging in classroom activities. A lack of student interest is one of the elements influencing the effectiveness of learning the English language. Interest to learn is essential as students who are highly interested generally exhibit increased activity, concentration, and drive during the learning

Using interactive media clearly has a big impact on how interested and involved students are in learning. Canva is a great tool for digital learning and can make learning more fun and innovative. It has lots of templates that teachers can use to create engaging English lessons. Research by [Putri & Jumardi \(2023\)](#) found that using Canva helps teachers make their lessons more creative and gets the message across to students more easily. So, interactive media made with Canva can be a great way to learn that fits with what students need today. It's a good alternative to traditional learning methods and can really help students get excited about learning. By making learning more interactive and enjoyable, teachers can help students stay focused and motivated, which is essential for achieving their full potential. Overall, incorporating Canva into the learning process can have a really positive effect on students' learning experience.

The usage of interactive media based on Canva in teaching has been the subject of several prior studies. Canva-based interactive media can boost primary school pupils' engagement in learning, according to a study by [Helingo et al. \(2023\)](#). Another study by [Nurhayati et al. \(2023\)](#) demonstrated the efficacy of Canva for Education in raising students' mathematical literacy. Additionally, Canva interactive media can boost student engagement in Islamic Religious Education classes, as shown by [Nabillah & Tanjung \(2023\)](#). However, the majority of these studies were carried out at various educational levels and concentrated on the evolution of media or disciplines other than English. There is still little research directly looking at how interactive media affects junior high school students' enthusiasm in learning English, especially at SMPN 1 Sakra

An experimental quantitative study is required to ascertain more objectively whether the use of interactive media is truly effective in increasing students' interest in learning compared to conventional teaching methods. Additionally, some studies have not specifically compared learning using interactive media with conventional learning in the context of English language learning, and others have used the Research and Development (R&D) method, which focuses more on the development of media products than on measuring the effectiveness of media use on students' interest in learning. The Research and Development (R&D) approach, which focuses more on the creation of media products than on gauging the impact of media use on students' interest in learning, was employed in certain research. Furthermore, in the context of learning English, some researches have not explicitly contrasted interactive media learning with traditional learning. Therefore, in order to ascertain more objectively whether the use of interactive media is actually helpful in raising students' interest in learning when compared to traditional teaching techniques, an experimental quantitative study is required.

This study contributes to the development of educational science, particularly in the field of technology-based English language learning. It employed a quantitative experimental research design to examine the effectiveness of Canva-based interactive media on students' interest in learning English at SMPN 1 Sakra. The findings of this study provide empirical evidence regarding the effectiveness of interactive media in enhancing students' interest in learning English. Furthermore, the results are expected to assist teachers in selecting appropriate instructional media and encourage the integration of Canva for Education as an innovative and effective learning tool in English language classrooms.

According to the discussion above, students' lack of interest in studying English Based on the discussion above, students' low interest in learning English remains an important issue that requires appropriate instructional strategies. Therefore, this study investigated the effectiveness of Canva-based interactive media in enhancing students' interest in learning English at SMPN 1 Sakra. It is expected that the findings of this study were provide both theoretical and practical contributions to the improvement of English language teaching through the integration of digital technology process ([Fitriyah et al., 2024](#)). On the other hand, students who lack interest in learning are often passive and less involved in educational activities. Consequently, effective teaching methods are required to enhance student engagement to ensure that English learning goals can be successfully met.

The issue of low student engagement in education is further intensified by the reliance on learning resources that are dull and focused on the teacher. In many schools, English language teaching often depends on lecture-based techniques and basic resources, leading to students losing interest quickly. Actually, learners in the digital era show greater interest in education that incorporates visual and interactive technologies. Utilizing Canva-based interactive media may serve as a solution since this platform offers numerous captivating features like animations, videos, images, interactive quizzes, and inventive presentation designs that can boost student attention during learning. A study by Fitriyah et al. (2024) shows that interactive learning media based on Canva significantly boosts student involvement and understanding when compared to traditional learning methods

METHOD

Research Design

This study employed a quantitative experimental design to examine the effectiveness of Canva-based interactive media in enhancing students' interest in learning English. A quantitative approach was selected because the study aimed to measure students' learning interest numerically and determine whether a statistically significant difference existed between students who learned through Canva-based interactive media and those who received instruction using the conventional teaching approach. Experimental research is appropriate for examining the effects of an instructional treatment by comparing outcomes between groups exposed to different learning conditions (Creswell & Creswell, 2018). In this study, the experimental group received English instruction supported by Canva-based interactive media, whereas the control group received instruction without the Canva-based intervention. The two groups were compared to evaluate the effectiveness of the instructional media.

Population and Sample

The study was conducted at SMPN 1 Sakra during the 2026/2027 academic year. The research population consisted of 277 eighth-grade students enrolled at the school. Two existing classes were selected using cluster random sampling, in which intact classroom groups rather than individual students were selected as sampling units. Cluster sampling is suitable for educational research when students are organized into established classroom groups and individual random selection is impractical (Creswell & Creswell, 2018). The selected classes comprised 67 students in total, with 35 students assigned to the experimental group and 32 students assigned to the control group. The experimental group received English instruction using Canva-based interactive media, while the control group followed the comparison instructional approach. The use of existing classes was intended to maintain the normal classroom organization and minimize disruption to regular teaching and learning activities. The group allocation procedure was documented to clarify how the instructional treatments were implemented.

Instrument

The primary research instrument was a questionnaire designed to measure students' interest in learning English. The questionnaire used a five-point Likert-type response scale, allowing students to indicate the extent to which they agreed with statements concerning their learning experiences. Likert-type scales are widely used to measure attitudes and perceptions systematically, provided that the items are clearly worded and the response categories are appropriate for the construct being measured (Joshi et al., 2015). The questionnaire focused on five indicators of learning interest: attention, enjoyment, participation, curiosity, and enthusiasm for learning. These indicators were used to operationalize students' interest in English learning in the context of classroom instruction and the use of interactive digital media.

The questionnaire statements were developed to reflect observable aspects of students' engagement with English lessons, such as paying attention to instructional materials, enjoying

learning activities, participating in classroom tasks, showing curiosity about lesson content, and demonstrating enthusiasm for learning. Positively and, where appropriate, negatively worded statements may be included to reduce response patterns, provided that negatively worded items are scored correctly. Responses were assigned numerical scores according to the questionnaire's scoring guide, with negatively worded items reverse-scored when applicable. The total or average score was then used to represent each student's reported interest in learning English.

Before the questionnaire was administered to the research sample, its validity and reliability were examined. Validity concerns the extent to which evidence supports the interpretation and use of instrument scores for the intended purpose, whereas reliability concerns the consistency of the scores (Association et al., 2014). The questionnaire items were reviewed for their relevance to the indicators of learning interest, clarity of wording, and suitability for eighth-grade students. Item validity was evaluated using an appropriate empirical procedure, and internal consistency was assessed using Cronbach's alpha. Cronbach's alpha is commonly used to estimate the internal consistency of a set of questionnaire items, although its value should be interpreted alongside the structure and content of the instrument (Tavakol & Dennick, 2011). Only after the instrument had undergone the planned validity and reliability checks was it administered to the study participants.

Data Collection Procedures

Data were collected through observation, questionnaires, and documentation. Observation was used to record relevant classroom activities and the implementation of the instructional treatment, including the use of Canva-based interactive media in the experimental group. The observation process also provided contextual information about students' participation and responses during English lessons. Questionnaires were administered to obtain quantitative data on students' reported interest in learning English. Documentation was used to support the research process by collecting relevant information, such as class lists, the number of students in each group, instructional materials, and records of research implementation, subject to the school's permission and applicable research ethics requirements.

The data collection process followed a planned sequence. First, the researcher obtained the necessary school permission and coordinated the research schedule with the English teacher. Second, the selected classes and their respective instructional conditions were confirmed. Third, the instructional activities were conducted according to the planned treatment for each group. The experimental group learned English using Canva-based interactive media, while the control group received the comparison instruction. Finally, the learning-interest questionnaire was administered under comparable conditions to both groups. Questionnaire responses were checked for completeness and coded numerically before being entered into the statistical analysis software. The observation and documentation records were used to describe the implementation of the intervention and support the interpretation of the quantitative findings.

Data Analysis

The collected data were analyzed quantitatively using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including the mean, median, mode, standard deviation, and percentage, were calculated to summarize students' learning-interest scores in the experimental and control groups. These statistics were used to describe the central tendency and variability of the scores and to provide an initial comparison of the two groups. Descriptive analysis was followed by assumption testing before the main hypothesis test was conducted.

The normality of the learning-interest scores was examined to determine whether the score distributions were sufficiently consistent with the assumptions of the planned parametric analysis. Homogeneity of variance was assessed to determine whether the variability of scores was comparable between the experimental and control groups. These

assumption checks informed the selection and interpretation of the appropriate inferential procedure. An independent-samples t-test was then conducted to determine whether the mean learning-interest scores differed significantly between the two groups. The test compared the mean score of the experimental group with that of the control group, with statistical significance evaluated at the 0.05 level. If the homogeneity-of-variance assumption was not met, the unequal-variances version of the t-test (Welch's t-test) was used instead of relying on the equal-variances result.

The null hypothesis stated that there was no statistically significant difference in students' interest in learning English between the experimental and control groups. The alternative hypothesis stated that a statistically significant difference existed between the groups. The null hypothesis was rejected when the relevant p-value was below 0.05; otherwise, the analysis did not provide sufficient evidence to reject it. The mean difference and its confidence interval were considered alongside the p-value to support interpretation of the results. The findings were then interpreted in relation to the study objective of evaluating the effectiveness of Canva-based interactive media in enhancing students' interest in learning English.

FINDINGS AND DISCUSSION

Normality Test

The normality test was conducted using the Shapiro-Wilk test to determine whether the data in both the experimental and control classes were normally distributed. The statistical hypothesis for normality is formulated as follows: (1) H₀: Data are normally distributed ($p > 0.05$). (2) H_a: Data are not normally distributed ($p > 0.05$).

Table 1 Normality Test
Tests of Normality

	Research Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
TOTAL	experimental	.082	35	.200*	.968	35	.403
	control	.109	32	.200*	.949	32	.134

Source: SPSS Output (2026)

As shown in Table, the significance value (p-value) for the experimental class is 0.403 and for the control class is 0.134. Since both significance values are greater than 0.05 ($p > 0.05$), H₀ is accepted. It can be concluded that the questionnaire scores in both groups are normally distributed.

Homogeneity Test

The homogeneity test was performed using Levene's Test for Equality of Variances to test whether the variance between the two classes is equal. (1) H₀: Variances are homogeneous ($p \geq 0.05$). (2) H_a: Variances are not homogeneous ($p < 0.05$).

Table 2
Homogeneity of Variance Test

		Levene's Test for Equality of Variances	
		F	Sig.
TOTAL	Equal variances assumed	16.996	<.001

Source: SPSS Output (2026)

The table shows that the significance value (p-value) for Levene's test is < 0.001 , which is less than 0.05. Therefore, H₀ is rejected, indicating that the data variances between the experimental and control classes are not equal (not homogeneous).

Hypothesis Testing (Independent Samples T-Test)

Because the data met the assumption of normality but violated the assumption of homogeneity of variance, the Independent Samples t-test under the condition Equal Variances Not Assumed (Welch's t-test) was used to test the hypothesis. The research hypotheses tested are: (1) H_0 : There is no significant effect of using Canva-based interactive media on students' interest in learning English ($p \geq 0.05$). (2) H_a : There is a significant effect of using Canva-based interactive media on students' interest in learning English ($p < 0.05$).

Table 3

		T-Test For Equality Of Means				Mean Difference
		t	df	Significance		
				One-Sided p	Two-Sided p	
TOTAL	Equal variances assumed	15.518	65	<,001	<,001	40.65982
	Equal variances not assumed	14.992	38.732	<,001	<,001	40.65982
Independent Samples Test						
		t-test for Equality of Means				
		Std. Error Difference		95% Confidence Interval of the Difference		
				Lower	Upper	
TOTAL	Equal variances assumed	2.62009		35.42714	45.89250	
	Equal variances not assumed	2.71205		35.17297	46.14668	

Source: SPSS Output (2026)

Based on the previous table, the 2-tailed significance value is $p < 0.001$, which is much smaller than the significance level ($\alpha = 0.05$). According to the statistical decision rule: If Sig. (2-tailed) < 0.05 , H_0 is rejected and H_a is accepted. Since $p < 0.001 < 0.05$, H_0 is rejected and H_a is accepted. This proves that there is a statistically significant effect of using Canva-based interactive media on students' interest in learning English. The mean difference of 40.66 indicates that students who learned using Canva-based interactive media scored significantly higher in interest compared to those in the control class.

Effect Size Analysis

To measure the magnitude or practical significance of the treatment's impact, Cohen's d effect size was calculated.

Table 4

Independent Samples Effect Sizes		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
TOTAL	Cohen's d	10.71242	3.796	2.982	4.599
	Hedges' correction	10.83804	3.752	2.947	4.545
	Glass's delta	14.45903	2.812	1.959	3.650

Source: SPSS Output (2026)

According to Cohen's criteria (where 0.20 is small, 0.50 is medium, and 0.80 is large), the obtained Cohen's d value of 3.796 indicates a very large effect size. This demonstrates that Canva-based interactive media not only produced a statistically significant difference but also had a substantial positive impact on raising students' learning interest.

The discussion section interprets and contextualizes the empirical findings presented in the previous section. By synthesizing the quantitative data obtained from the students' questionnaires and the results of the statistical analyses, this section provides explicit answers to the three purposes of the study concerning the effect, differences, and effectiveness of Canva-based interactive media on students' interest in learning English at SMPN 1 Sakra. Furthermore, the findings are discussed in relation to the theoretical framework of interactive

media, students' learning interest, and multimedia-supported learning. The results are also compared with relevant previous studies to identify similarities and differences and to demonstrate the contribution of the present study to the use of Canva-based interactive media in English language learning.

The Effect of Using Canva-Based Interactive Media on Students' Interest in Learning English

The first purpose of this study was to determine the effect of using Canva-based interactive media on students' interest in learning English at SMPN 1 Sakra. The results showed that the experimental class obtained a higher mean score (89.63) than the control class (48.97). The Independent Samples t-test showed $t = 14.992$, $df = 38.732$, and $p < .001$, which was lower than 0.05. Therefore, H_0 was rejected and H_a was accepted. This result indicates that the use of Canva-based interactive media had a statistically significant effect on students' interest in learning English.

This finding is consistent with Fatimah and Seriwati, who reported that interactive learning media could increase students' interest in English learning among eighth-grade students. [Fatimah & Seriwati \(2024\)](#) The similarity lies in the focus on interactive media and English learning interest. However, the present study differs in its quantitative experimental design, in which the experimental and control classes were compared statistically. The result also supports the findings of [Puspita et al. \(2022\)](#), who highlighted the importance of students' interest in technology-supported English learning. The higher interest found in the present study may be related to Canva's ability to present learning materials through visual, multimedia, and interactive elements, making English learning more varied and engaging for students.

The Differences in Students' Interest Between the Experimental and Control Classes

The second purpose of this study was to analyze differences in students' interest between classes using Canva-based interactive media and classes using conventional teaching methods. The results showed a considerable difference between the two groups. The experimental class obtained a mean score of 89.63, while the control class obtained 48.97, resulting in a mean difference of approximately 40.66 points. The statistical test confirmed that this difference was significant ($p < .001$). Therefore, students who learned through Canva-based interactive media demonstrated significantly higher interest than those who experienced conventional teaching.

This finding is in line with [Amalia & Heriyawati \(2025\)](#), who found that Canva-based media could support EFL students' engagement. However, their study used a qualitative approach and involved students in a pesantren-based school, whereas the present study used a quantitative experimental design involving eighth-grade students at SMPN 1 Sakra. The difference in educational level, learning environment, and research method may explain differences in the magnitude of findings. The present result therefore provides additional quantitative evidence that Canva-based interactive media can create a learning experience associated with higher students' interest compared with conventional instruction.

The Effectiveness of Using Canva-Based Interactive Media in Enhancing Students' Interest in Learning English

The third purpose of this study was to measure the effectiveness of Canva-based interactive media in enhancing students' interest in learning English at SMPN 1 Sakra. The effectiveness of the treatment is supported by both the significant difference and the effect-size result. The analysis produced a Cohen's d of 3.796, indicating a very large effect. The experimental class also achieved a substantially higher mean score than the control class, with a difference of approximately 40.66 points. These results indicate that Canva-based interactive media was highly effective in supporting students' interest in learning English within the context of this study.

his finding supports previous research showing that multimedia and digital media can contribute to students' engagement and interest in English learning. For example, a 2022 study published in *Frontiers in Psychology* found that multimedia-assisted English teaching was related to students' English learning interests and learning outcomes (Wang et al., 2026). Similarly, Hidayat et al. (2025) emphasized the relevance of digital technology in supporting English learning in Indonesia. The present study extends these findings by focusing specifically on Canva-based interactive media and students' interest among eighth-grade students at SMPN 1 Sakra. Nevertheless, the very large effect should be interpreted within the specific context of this study because differences in students' characteristics, learning environment, treatment duration, and teaching implementation may influence the effectiveness of digital media

CONCLUSIONS

Based on the findings and data analysis, this study concludes that Canva-based interactive media has a significant and substantial effect on students' interest in learning English at SMPN 1 Sakra. Students who learned through Canva-based interactive media demonstrated significantly higher learning interest than those who received conventional instruction. The Independent Samples t-test showed a significance value of $p < 0.001$, which is below the 0.05 significance level, indicating a statistically significant difference between the two groups. Furthermore, the experimental group obtained a higher mean score ($M = 89.63$, $SD = 5.36$) than the control group ($M = 48.97$, $SD = 14.46$), with a mean difference of 40.66 points. The effect size analysis also produced a Cohen's d value of 3.796, indicating a very large practical effect. These findings demonstrate that Canva-based interactive media can effectively enhance students' attention, enjoyment, participation, curiosity, and enthusiasm in learning English. Therefore, Canva-based interactive media can be considered an effective digital learning medium for supporting students' interest and engagement in English language learning

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