

**DESIGNING INTERACTIVE VOCABULARY MEDIA SI RAD1 (*SISTEM
RANCANGAN AKTIF DESAIN INTERAKTIF*) USING CANVA
AT SMP ISLAM QUR'ANI AL BAHJAH PEKANBARU**

THESIS

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to Obtain a Degree of *Sarjana Pendidikan* (S.Pd)**



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ABSTRACT

Indradi Simbolon, 2026 : Designing Interactive Vocabulary Media Si RADI
(*Sistem Rancangan Aktif Desain Interaktif*) Using
Canva at SMP Islam Qur'ani Al Bahjah Pekanbaru

Students' limited vocabulary mastery remains a significant challenge in English language learning, as many students experience difficulties in understanding word meanings, pronouncing vocabulary accurately, and applying words appropriately in context due to the dominance of conventional memorization based instruction. This study aimed to develop and examine the effectiveness of an interactive English vocabulary learning media in improving students' vocabulary mastery. The research employed a Research and Development (R&D) design using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation phases. The data were collected through expert validation sheets, students' response questionnaires, and pre-test and post-test instruments administered to secondary school students, and were analyzed using mean score comparison and Normalized Gain (N-Gain) analysis. The findings of the needs analysis revealed that 85% of the students needed engaging and interactive learning media to support vocabulary learning, as conventional teaching methods were considered less motivating and less effective in helping them understand new vocabulary. The findings also indicated that the developed media was very feasible, with a validation score of 92% from the expert judgment, and received positive responses from students (90%) in terms of ease of use, motivation, attractiveness, and usefulness. Furthermore, the mean score increased from 51 in the pre-test to 85.33 in the post-test, with an N-Gain value of 0.70 categorized as high Effectiveness, demonstrating a meaningful enhancement in students' vocabulary mastery. Therefore, the interactive vocabulary learning media can be considered both valid and effective as a pedagogical tool to support vocabulary acquisition and improve learning outcomes in secondary school English instruction.

Keywords : Interactive Learning Media, Vocabulary Mastery, ADDIE Model, Research and Development, N-Gain, English Language Learning.

ABSTRAK

Indradi Simbolon, 2026 : *Merancang Media Kosa Kata Interaktif Si RADI (Sistem Rancangan Aktif Desain Interaktif) Menggunakan Canva di SMP Islam Qur'ani Al Bahjah Pekanbaru*

Penguasaan kosakata yang terbatas masih menjadi tantangan yang signifikan dalam pembelajaran bahasa Inggris, karena banyak siswa mengalami kesulitan dalam memahami makna kata, melafalkan kosakata secara akurat, serta menggunakan kata secara tepat dalam konteks akibat dominannya metode pembelajaran konvensional yang berbasis pada hafalan. Penelitian ini bertujuan untuk mengembangkan dan menguji efektivitas media pembelajaran kosakata bahasa Inggris interaktif dalam meningkatkan penguasaan kosakata siswa. Penelitian ini menggunakan desain Research and Development (R&D) dengan model ADDIE, yang terdiri dari tahapan Analysis, Design, Development, Implementation, dan Evaluation. Data dikumpulkan melalui lembar validasi ahli, angket respons siswa, serta instrumen pre-test dan post-test yang diberikan kepada siswa sekolah menengah. Data kemudian dianalisis menggunakan perbandingan skor rata-rata dan analisis Normalized Gain (N-Gain). Hasil analisis kebutuhan menunjukkan bahwa 85% siswa membutuhkan media pembelajaran yang menarik dan interaktif untuk mendukung pembelajaran kosakata, karena metode pengajaran konvensional dianggap kurang memotivasi dan kurang efektif dalam membantu mereka memahami kosakata baru. Hasil penelitian juga menunjukkan bahwa media yang dikembangkan sangat layak digunakan, dengan skor validasi 92% dari para ahli, serta memperoleh respons positif dari siswa sebesar 90% dalam aspek kemudahan penggunaan, motivasi, daya tarik, dan kebermanfaatan. Selain itu, nilai rata-rata siswa meningkat dari 51 pada pre-test menjadi 85,33 pada post-test, dengan nilai N-Gain sebesar 0,70 yang termasuk dalam kategori efektivitas tinggi, yang menunjukkan adanya peningkatan yang signifikan dalam penguasaan kosakata siswa. Oleh karena itu, media pembelajaran kosakata interaktif ini dapat dianggap valid dan efektif sebagai alat pedagogis untuk mendukung pemerolehan kosakata serta meningkatkan hasil belajar dalam pembelajaran bahasa Inggris di sekolah menengah.

Kata kunci : media pembelajaran interaktif, penguasaan kosakata, model ADDIE, Research and Development, N-Gain, pembelajaran bahasa Inggris.

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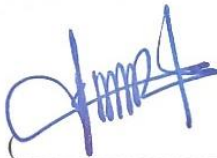
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SURAT PERNYATAAN KEASLIAN TULISAN

Dengan ini saya menyatakan:

- a. Karya tulis saya, dengan judul: *Designing Interactive Vocabulary Media Si RADI (Sistem Rancangan Aktif Desain Interaktif) Using Canva At SMP Islam Qur'ani Al Bahjah Pekanbaru* adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik di Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan dan Vokasi Universitas Lancang Kuning adalah asli karya saya sendiri dan belum pernah diajukan untuk mendapatkan gelar Sarjana Pendidikan (S.Pd) di Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan dan Vokasi, Universitas Lancang Kuning.
- b. Karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan oleh orang lain kecuali dikutip secara tertulis dengan jelas sesuai dengan aturan pengutipan dan dicantumkan sebagai referensi pada halaman daftar Pustaka.

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Pekanbaru, 18 Februari 2026
Saya yang menyatakan,



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Pekanbaru, february 2026

The Researcher



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CHAPTER I INTRODUCTION

A. Background of The Problem

Vocabulary plays a highly fundamental role in language learning, as it constitutes a core component of language proficiency and communicative ability. As a basic element that enables learners to understand and express meaning, vocabulary serves as the foundation for all language skills, both receptive and productive. Numerous studies emphasize the central role of vocabulary. Tiansoodeenon et al. (2023) found that vocabulary “broadens learners’ ability to establish effective communication” and is an essential element in language proficiency assessment. This indicates that lexical knowledge directly influences an individual’s ability to convey ideas clearly, comprehend spoken and written input, and participate in meaningful interaction. In line with this, Nguyen (2023) affirmed the importance of vocabulary in language learning, particularly for English as a Foreign Language (EFL) learners, emphasizing that vocabulary acquisition forms the basis for the development of other linguistic competencies such as grammar, pronunciation, and fluency.

Evidence regarding the importance of vocabulary appears across various research contexts, demonstrating that vocabulary mastery is essential in all dimensions of language learning. Hafsa et al. (2023) highlighted the relevance of vocabulary in reading comprehension, explaining that learners with broader vocabularies are better able to decode texts, infer meaning, and engage with reading materials at deeper cognitive levels. This reinforces the idea that comprehension difficulties often stem not from grammatical limitations but from insufficient lexical knowledge. Furthermore, Bergström et al. (2022) referred to vocabulary as a “core feature of language proficiency,” reflecting its role as a primary indicator of linguistic competence in both academic and communicative contexts. Collectively, these studies demonstrate consistent agreement that vocabulary is not merely supplementary, but rather a fundamental element in successfully learning

and using a new language, making it a crucial focus in designing effective instructional materials and pedagogical approaches.

Various studies have identified consistent patterns of vocabulary learning difficulties across classroom contexts. As and Apoko (2023) found that students experience difficulties in correct pronunciation, spelling, word meaning usage, and memorization, indicating that vocabulary acquisition extends beyond learning definitions and requires multidimensional mastery. Weakness in one component, such as pronunciation, can negatively impact learners' confidence and their ability to use vocabulary communicatively. Siregar (2023) confirmed similar challenges, including difficulties in pronunciation, meaning comprehension, spelling, and memorization. The study emphasized that these difficulties are not isolated cases but recurring patterns among junior high school students, suggesting that conventional instructional approaches may not fully address students' learning needs.

Additional support comes from Rebhi and Hasan (2023), who stated that students frequently encounter difficulties in pronouncing words accurately, understanding meanings, and using vocabulary appropriately in context. These challenges limit students' ability to perform communicative tasks and hinder their progress in reading and writing activities. The studies involved samples ranging from 22 to 38 students from diverse educational backgrounds, providing strong qualitative evidence that vocabulary related problems are common among junior high school students regardless of school type or demographic background.

Moreover, preliminary information obtained from the English teacher at SMP Islam Qur'ani Al Bahjah Pekanbaru on November 18, 2025, further reinforces these issues. According to the teacher, Grade 8 students experience significant difficulty in remembering new vocabulary. Many students are not accustomed to English pronunciation, even at the level of alphabet recognition, which leads to frequent errors when reading or pronouncing new words. The teacher noted that students repeatedly mispronounce vocabulary items because they struggle to internalize correct phonological forms. This indicates that students' challenges are not limited

to understanding meaning but also involve fundamental linguistic skills such as phonological decoding and sound symbol correspondence.

In addition to linguistic difficulties, motivational issues were also reported. According to the teacher, only a small proportion of students demonstrate strong curiosity, willingness to try, and intrinsic motivation toward learning English. The majority tend to participate passively and view English learning as a routine obligation rather than an engaging activity. However, the teacher emphasized that students show higher engagement and enthusiasm when provided with hands on or interactive learning activities, especially those involving real life experiences. This suggests that students possess latent interest but require more stimulating, visually appealing, and interactive learning approaches to activate their motivation.

In response to these challenges, researchers recommend the implementation of interactive technology to enhance student engagement and support more effective vocabulary learning processes. Putra et al. (2025) highlighted the potential of digital and interactive tools in creating more dynamic and immersive learning environments through visual, auditory, and kinesthetic reinforcement. Additionally, engaging teaching techniques such as word games, as proposed by Nur Hidayat et al. (2016), have been proven to improve vocabulary acquisition by providing enjoyable, meaningful, and memorable learning experiences. These strategies align with contemporary educational perspectives that emphasize active participation, multimodal exposure, and learner centered instruction as key factors in successful vocabulary development.

The teacher also explained that instructional media commonly used in the classroom are limited to YouTube videos and PowerPoint presentations. Although these tools provide visual and auditory exposure, their use remains largely passive and does not allow students to interact directly with the learning materials. As a result, students' engagement with vocabulary content tends to be superficial, leading to low retention and minimal improvement in pronunciation and contextual usage. In contrast, the canva based interactive media developed in this study are designed to promote active engagement through clickable elements, visual word associations, contextualized tasks, and multimodal reinforcement. These features

are expected to create a more immersive and participatory learning experience aligned with students' needs and to support more effective vocabulary acquisition.

Canva is a highly effective digital tool for creating interactive learning media across various educational contexts. As a platform equipped with intuitive design features, multimedia integration, and collaborative capabilities, Canva enables teachers and students to produce visually appealing and pedagogically rich materials. Numerous studies demonstrate Canva's educational benefits. Sugiarty (2024) found that Canva increased students' interest, engagement, and confidence in vocational schools. Jamaludin and Sedek (2023) reported that students preferred Canva over PowerPoint for notetaking, with the majority indicating improved comprehension. Hutapea et al. (2024) also highlighted Canva's positive impact on behavioral, emotional, cognitive, and agentic engagement.

Raihan et al. (2025) reported that university students demonstrated higher levels of engagement, motivation, and conceptual understanding when using Canva based materials compared to traditional tools. Wulandari (2025) found significant improvement in students' digital literacy, with an N-Gain score of 0.75, indicating high effectiveness.

Previous studies have also demonstrated the effectiveness of interactive digital media in vocabulary learning contexts. Maqayis et al. (2023) reported that Canva based vocabulary learning significantly increased students' motivation and concentration, leading to improved learning outcomes. Similarly, Sugianto et al. (2023) developed a Canva-assisted Word Square media and found the product to be highly valid in improving students' vocabulary mastery. Additionally, Khoirun Nisa' (2025) developed interactive Canva based media for Arabic vocabulary learning using the Borg and Gall model and reported positive results in expert validation and students' responses, supported by improvements in pre-test and post-test scores. Rahmadayanti and Marzuki (2023) also developed interactive PowerPoint media for Arabic vocabulary learning using the ADDIE model, which was validated as feasible and effective for classroom implementation. Collectively, these studies consistently show that digital interactive media, including Canva and PowerPoint, can enhance student engagement and support vocabulary acquisition.

However, upon closer examination, several limitations can be identified. Most of these studies were conducted in Arabic language contexts rather than English vocabulary learning at the junior high school level. Furthermore, prior research primarily emphasized product feasibility, expert validation, and students' responses, with limited discussion on the systematic integration of interactive learning principles such as real time engagement, multimodal reinforcement, learner autonomy, and contextualized vocabulary tasks. In addition, the effectiveness of the developed media has not been extensively analyzed using normalized gain (N-Gain) analysis to quantitatively measure vocabulary improvement.

Therefore, this study seeks to address these gaps by designing an interactive Canva based English vocabulary learning media specifically tailored to the cognitive and developmental characteristics of junior high school students and by evaluating its effectiveness using N-Gain analysis. Through this approach, the present study offers a distinct contribution to the development of interactive digital media for English vocabulary learning.

B. Identification of the Research

Based on the background of the study, several problems can be identified as follows:

1. Students have significant difficulty remembering and pronouncing new English vocabulary, including challenges with basic English alphabet recognition, which leads to frequent mispronunciations and incorrect decoding of new words.
2. Students show low intrinsic motivation and limited engagement in vocabulary learning, as most learners participate passively and view English learning merely as part of their routine rather than an interesting activity.
3. Students require interactive and visually engaging learning activities, as they become more involved and enthusiastic only when the teacher provides hands on or practical tasks indicating the lack of suitable interactive vocabulary media to stimulate their interest.

C. Focus of the Research

This research focuses on the development of interactive vocabulary learning materials using Canva and their influence on junior high school students' vocabulary mastery. The scope is limited to vocabulary learning challenges and the use of Canva to enhance vocabulary acquisition within a specific educational context to maintain research feasibility and depth.

D. Formulation of the Problem

The research problem is formulated as follows:

1. What are the students' perceived needs regarding the use of interactive media in learning English vocabulary at SMP Islam Qur'ani Al Bahjah Pekanbaru?
2. How is the feasibility of the Canva based interactive vocabulary media in terms of content, design, language, and usability based on expert validation?
3. How effective is the Canva based interactive vocabulary learning media in improving eighth grade students' vocabulary mastery at SMP Islam Qur'ani Al Bahjah Pekanbaru?

E. Purpose of the Research

1. To identify students' perceived needs toward the development of Canva based interactive vocabulary media at SMP Islam Qur'ani Al Bahjah Pekanbaru.
2. To determine the feasibility of the Canva based interactive vocabulary learning media in terms of content quality, linguistic clarity, visual design, interactivity, and overall usability based on expert validation results.
3. To determine the effectiveness of the Canva-based interactive vocabulary learning media in improving eighth grade students' vocabulary mastery at SMP Islam Qur'ani Al Bahjah Pekanbaru.

F. Significance of the Research

This study is expected to provide meaningful contributions both theoretically and practically.

1. Theoretical Significance

- a) The study contributes to the body of knowledge on the development of interactive digital learning media, particularly in vocabulary instruction for junior high school learners.
- b) It provides empirical insights into the needs of students and the feasibility of Canva based learning materials, supporting current theories related to multimedia learning and interactive instructional design.
- c) The research offers a reference for future R&D studies focusing on usability, needs analysis, and the integration of digital tools in language education.

2. Practical Significance

- a) For Teachers

This research provides an example of how Canva can be used to develop interactive vocabulary learning materials that support student engagement and improve the quality of English instruction. Teachers can utilize the findings to design or adjust teaching media that better address students' learning needs and classroom challenges.

- b) For Students

The interactive vocabulary media developed in this study offers a visually appealing, engaging, and learner friendly resource that may support improved comprehension, retention, and motivation in learning English vocabulary.

c) For Schools

The study provides the school with alternative digital media that support modern, technology integrated learning practices aligned with current educational demands. It encourages the school to enhance its digital learning infrastructure and promote innovative teaching strategies.

d) For Future Researchers

The research may serve as a methodological reference for those conducting R&D studies using the ADDIE model, especially in the context of language learning and media feasibility testing. It highlights the importance of needs analysis and expert validation as essential components of media development research.

G. Definition of Key Terms

1. Vocabulary

Vocabulary refers to the collection of words that learners must understand and use in order to communicate effectively in a target language. In the context of language learning, vocabulary encompasses both receptive knowledge words that learners can recognize and understand and productive knowledge words they can actively use in speaking and writing. Vocabulary is considered a fundamental element of language proficiency because it enables learners to comprehend input, construct meaningful output, and engage in communicative tasks across academic and real world contexts. In this study, vocabulary specifically refers to English lexical items taught to junior high school students, including their pronunciation, spelling, meaning, and appropriate contextual use.

2. Interactive Media Si RADI (*Sistem Rancangan Aktif Desain Interaktif*)

Interactive media Si RADI refers to digital learning materials that allow learners to actively participate, engage, and interact with content rather than passively receive information. This type of media typically integrates multimedia elements such as images, videos, animations, clickable components, quizzes, and

other features that promote real time engagement, feedback, and learner autonomy. Interactive media supports multimodal learning and enhances motivation by allowing students to manipulate content, make choices, and receive immediate responses to their actions. In this study, interactive media refers to vocabulary learning materials designed to encourage active engagement and deeper processing among junior high school students.

3. Canva

Canva is a web based graphic design platform that enables users to create a wide range of digital and printable learning materials using templates, drag and drop tools, and multimedia features. The platform supports the creation of visually engaging instructional content such as posters, flashcards, worksheets, presentations, and interactive elements. Canva is accessible across multiple devices and designed for both beginners and experienced users, making it suitable for educational purposes. In this research, Canva refers specifically to the platform used to design interactive vocabulary learning media aimed at improving junior high school students' vocabulary mastery through visually enriched and engaging learning resources.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This study aimed to develop and evaluate the effectiveness of Si RADI for teaching English vocabulary to eighth-grade students at SMP Islam Qur'ani Al Bahjah Pekanbaru. Based on the findings, it can be concluded that the developed media were valid and appropriate for classroom implementation, as indicated by the expert validation results. The alignment between learning objectives, instructional materials, and interactive design confirms that the product was systematically developed to support vocabulary learning. Furthermore, the implementation results demonstrate that the media were effective in improving students' vocabulary mastery. The improvement in post-test scores compared to pre-test results, supported by the N-Gain analysis, indicates that the use of Si RADI contributed to measurable learning progress. The integration of pronunciation support, contextual vocabulary tasks, and multimodal elements helped address students' difficulties in remembering words, understanding meanings, and pronouncing vocabulary accurately. In addition, the interactive features encouraged active participation and increased students' engagement during the learning process.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for teachers, students, and future researchers.

1. Suggestions for Teachers

English teachers are encouraged to use interactive learning media, such as the SIRADI vocabulary media developed in this study, as an alternative strategy for teaching vocabulary in order to create a more engaging and student-centered learning environment. Teachers are also advised to guide students in using the media actively and encourage them to practice vocabulary in meaningful contexts. Since the implementation of this study was conducted in a single class and within a limited period of time, teachers may consider using the media over a longer period

and integrating it with other language activities, such as speaking or writing tasks, to further support students' vocabulary development.

2. Suggestions for Students

Students are encouraged to actively engage with the interactive learning media to maximize its benefits. By exploring the vocabulary features, practicing pronunciation, and completing interactive exercises, students can improve their vocabulary mastery more effectively. Students are also advised to use the media not only during classroom learning but also as a self-learning tool to review and practice vocabulary independently.

3. Suggestions for Future Researchers

Future researchers are encouraged to further develop and refine interactive learning media for English vocabulary learning. This study focused on a limited group of students and vocabulary content; therefore, future studies may apply similar media to different educational levels, larger samples, or other language skills such as speaking, listening, or reading. In addition, future research may incorporate more advanced features, such as gamification elements or adaptive learning systems, to enhance student engagement and learning outcomes. These efforts are expected to contribute to the continuous improvement of interactive learning media in English language education.

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