

Developing Canva-Based Interactive Worksheet Integrated with Liveworksheets for Teaching Expository Text

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Abstract

This study aimed to develop a Canva-based interactive worksheet integrated with Liveworksheets for teaching expository text to tenth-grade students of SMAN 14 Bandar Lampung, to determine its feasibility through expert validation, and to identify students' responses to the developed product. This study employed the Research and Development (R&D) method using the ADDIE instructional design model, covering the Analysis, Design, Development, Implementation, and Evaluation stages. The participants were the tenth-grade students. Data were collected through interviews, questionnaires, and expert validation sheets. The developed product combined Canva for designing instructional content and visual layout with Liveworksheets for creating interactive activities, including drag-and-drop, matching, multiple-choice, and short-answer exercises. Before implementation, the product was revised based on suggestions from material, media, and language experts. The validation results indicated that the product was highly feasible, with mean scores of 4.88, 4.71, and 5.00 from the material, media, and language experts, respectively, resulting in an overall mean score of 4.86 ("very good"). Students reported highly positive responses during the field trial (96.52%) and questionnaire (96.65%), indicating favorable perceptions of the developed worksheet. These findings indicate that the developed worksheet is feasible and perceived as practical for use in the participating class; however, its effectiveness in improving learning outcomes and its applicability to other educational contexts require further investigation.

ARTICLE HISTORY

Received : 21 April 2026

Revised : 22 July 2026

Accepted : 24 August 2026

KEYWORDS

Canva; English education; Expository Text; Interactive Worksheet; Liveworksheets;

PUBLISHER'S NOTE

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Introduction

Learning expository text remains a significant challenge for many EFL students, who often struggle to organize ideas logically, develop coherent arguments, and understand the generic structure of the text. These difficulties are exacerbated by the continued use of conventional printed worksheets and teacher-centered instruction, which provide limited opportunities for active engagement, guided practice, and immediate feedback. As a result, students tend to have low motivation and find it difficult to develop their expository writing skills effectively. This situation highlights the need for more interactive instructional materials that actively engage students in the learning process while supporting the development of higher-order thinking skills. Digital technology offers opportunities to create more engaging, student-centered learning experiences and to foster creativity, collaboration, communication, and critical thinking through interactive learning activities (Hadi et al., 2021).

Currently, the use of digital media in education has increased significantly because it has been proven to improve learning motivation, students' participation, and learning outcomes. In the context

of teaching English as a foreign language (EFL), digital media enables students to explore materials through visuals, audio, and higher interactivity. This can create a learning experience that supports a deep understanding of the structure, function, and use of language in real contexts (Widiastuti, 2024). Therefore, innovation in learning that integrates technology has become an urgent need in secondary schools. This is especially important in meeting curriculum demands that increasingly focus on the development of 21st-century skills.

One of the essential skills in learning English is the ability to write expository texts. Writing expository text is an important part of academic writing because it helps students express ideas and arguments in a logical and systematic way. Through expository writing, students learn to develop arguments supported by facts, evidence, and clear reasoning. This skill is important for various academic activities, such as writing essays, reports, and other forms of formal writing (Woo et al., 2023). To write an effective expository text, students need to understand its generic structure and language features, including the thesis statement, supporting arguments, and reiteration. Therefore, learning activities should guide students to identify these elements before developing their own expository texts. By providing structured guidance throughout the writing process, students can gradually improve their ability to organize ideas, develop logical arguments, and produce well-structured expository texts.

However, various studies show that EFL students still face difficulties in writing expository texts effectively. The main problems lie in developing clear and coherent arguments. These difficulties include organizing ideas systematically, choosing appropriate and academic vocabulary, and using grammar that follows formal writing rules (Woo et al., 2025). Students also often struggle to develop clear statements. They find it hard to provide relevant and credible supporting details and maintain argument consistency from the beginning to the end of the writing. Additionally, most students do not understand the structure of expository texts well, such as issue introduction (thesis statement), arguments supported by data and reasoning (elaborated argument), and reiteration of the opinion.

In Indonesia, these challenges are more complex because writing instruction in secondary schools is often still traditional and teacher centered. Most schools still rely on textbooks and monotonous paper worksheets. These methods do not provide opportunities for students to actively engage in the learning process (Hadi et al., 2021). Such approaches make students less motivated and easily bored. As a result, they face difficulties in developing writing skills independently. On the other hand, interactive digital learning media offers a more engaging and personalized learning experience. This media provides various learning styles and individual student learning speeds. By using attractive visual design, strategic use of colors, and interactivity that encourages active student participation, teachers can create a livelier classroom atmosphere. This helps students understand complex material more easily (Widiastuti, 2024).

One approach to supporting expository-text learning is the use of digital interactive worksheets that combine visual presentation with structured learning activities. In this study, the worksheet was designed using Canva and integrated with the Liveworksheets platform. Canva was used to organize the instructional content and visual layout, while Liveworksheets was used to provide interactive activities such as matching, drag-and-drop, multiple-choice, and short-answer exercises. This combination enables students to learn expository-text elements through a sequence of activities, including identifying the thesis statement, analyzing supporting arguments, organizing

ideas, and completing guided writing tasks. According to the Cognitive Theory of Multimedia Learning, students learn more effectively when verbal information is supported by meaningful visual representations that help them organize and process new knowledge (Mayer, 2021). In addition, interactive learning activities with immediate feedback encourage active participation and help students monitor their understanding during the learning process. Therefore, a Canva-based interactive worksheet integrated with Liveworksheets provides pedagogical support for teaching expository text by guiding students through structured and interactive learning activities rather than simply presenting learning materials in a digital format.

The first is Research by Widiastuti (2024) which shows that using Canva as a digital learning tool in vocational schools can greatly improve student participation and the quality of their English learning outcomes. Students become more motivated and enthusiastic because the media used has a modern and aesthetic appearance that matches the interests of the digital generation. The research results also indicate that students participate more actively in class discussions and become more confident in presenting their work. The second research is from Hadi (2021), who found that using Canva in teaching writing positively helps improve students' writing skills. This includes various aspects such as organization, content development, vocabulary use, and writing mechanics. Canva helps students better understand text structures through attractive visual design and provides step by step guides in writing.

Previous studies have demonstrated the potential of Canva to enhance English language learning by improving students' engagement, motivation, and writing performance (Hadi et al., 2021; Widiastuti, 2024). Likewise, recent studies on digital worksheets have reported positive effects on students' participation and learning outcomes through interactive learning activities. However, these studies primarily examined Canva as a general instructional medium or focused on other text genres, such as narrative and descriptive texts, rather than expository writing. In addition, limited attention has been given to developing and validating Canva-based interactive worksheets integrated with Liveworksheets specifically for teaching expository text at the senior high school level. This gap highlights the need for research that designs and evaluates genre-specific interactive worksheets to support students' understanding and production of expository texts.

Based on initial observations and interviews with English teachers at SMA Negeri 14 Bandar Lampung, the writer found that tenth grade students still face significant difficulties in understanding and writing expository texts. This is evident from their low scores in writing exams. They also have limited ability to develop logical arguments supported by sufficient evidence. Teachers also state that the lack of interactive learning media is a problem. The lack of variety in teaching strategies causes the learning process to be monotonous and less engaging for students. This condition shows that technology based learning innovation is necessary. This innovation must match the characteristics of 21st-century students who are digital natives. It should also be easy for teachers with various technology skill levels to adopt.

Developing Canva-based interactive worksheet integrated with Liveworksheets can be a practical solution because it provides structured learning activities that can be adapted to the learning materials and students' ability levels. Well designed interactive worksheets can serve as scaffolding, guiding students step by step through the writing process. This includes understanding text structure, analyzing model texts, brainstorming ideas, and producing their own texts with sufficient support. Teachers can also monitor student progress more efficiently through interactive

digital worksheets. These worksheets are easily distributed via various Learning Management System (LMS) platforms. Teachers can provide faster and more helpful feedback (Widiastuti, 2024).

To address the identified research gap, this study aims to develop a Canva-based interactive worksheet integrated with Liveworksheets for teaching expository text to tenth-grade students at SMA Negeri 14 Bandar Lampung in the 2025/2026 academic year. The developed product will be validated by material, media, and language experts before being implemented in the classroom. This study is also expected to contribute to the development of digital learning media and provide practical benefits for teachers and students in teaching and learning expository text. To achieve these objectives, this study focuses on three main aspects: the process of developing a Canva-based interactive worksheet integrated with Liveworksheets for teaching expository text, the feasibility of the developed worksheet based on expert validation, and students' responses to the developed worksheet during its implementation.

Method

This study used the ADDIE (Analyze, Design, Develop, Implement, Evaluate) development model proposed by Branch (2009) to develop a Canva-based interactive worksheet for expository text for 10th-grade students at SMAN 14 Bandar Lampung. The ADDIE model was chosen because it provides a systematic procedure for developing learning media, from needs analysis to product evaluation. In the analysis phase, the researchers identified students' needs, learning challenges, and the suitability of the material to the curriculum through classroom observation, teacher interviews, and questionnaires administered to all 36 students in the target class. The design phase involved developing the worksheet structure, learning materials, activities, and navigation. In the development phase, the interactive worksheet was created using Canva and integrated with Liveworksheets to support interactive features such as matching, drag-and-drop, and automatic assessment. The product was then validated by subject matter and media experts before being implemented. Although the target class consisted of 36 students, only 25 students participated in the implementation and product trial because 11 students were absent on the day of data collection. Finally, the evaluation phase assessed the product's quality, feasibility, and practicality based on expert validation results and feedback from the participating students (Branch, 2009).

Data were collected through observations, interviews, and questionnaires. Observations were conducted to identify classroom conditions, students' characteristics, the use of instructional media, and students' engagement during the learning process (Creswell, 2018). Semi-structured interviews with the English teacher were carried out to obtain information about students' learning difficulties, classroom practices, and the need for appropriate instructional media for teaching expository text. Questionnaires were used for needs analysis, expert validation, and students' responses to the developed worksheet. The research instruments consisted of observation sheets, interview guidelines, expert validation questionnaires, and student response questionnaires. These instruments were developed based on the objectives of the study and relevant literature on instructional media evaluation and learning motivation (Hutchinson & Waters, 1987; Stemler, 1997; Keller, 1987; Davis, 1989). Before being administered, the expert validation instruments were reviewed by material, media, and language experts to ensure the relevance, clarity, and appropriateness of the evaluation criteria. Feedback from the experts was used to revise the instruments before they were implemented in the study.

Data were analyzed using both quantitative and qualitative approaches. Quantitative data obtained from the needs analysis questionnaire, expert validation, and student response questionnaire were analyzed using descriptive statistics. The analysis included the calculation of mean scores based on the five-point Likert scale, accompanied by the number of respondents and questionnaire items. The mean scores were then interpreted using the product quality categories adapted from Sugiyono (2013) and Ary et al. (2015). Qualitative data obtained from observations, interviews, and experts' comments were analyzed through data reduction, data display, and interpretation to support the revision and improvement of the developed worksheet (Onwuegbuzie & Teddlie, 2003; Ary et al., 2015). The combination of quantitative and qualitative analyses was used to evaluate the feasibility of the developed product and to examine students' responses during the implementation stage.

Result and Discussion

Result

This research was conducted at SMAN 14 Bandar Lampung based on initial findings that the English learning process is still dominated by conventional methods, such as lectures, discussions, assignments, and questions and answers, with media utilization still limited to textbooks and printed worksheets. This condition results in less interesting learning, low student participation, and still found difficulties in understanding expository text material. To address these problems, a Canva-based interactive worksheet was developed that combines text, images, and interactive activities to increase student engagement and understanding. This study aims to describe the product development process, assess its feasibility based on expert and teacher evaluations, and determine student responses to its use. The method used is Research and Development (R&D) with the ADDIE model which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. The results of development at each stage are used as a basis for producing learning media that are appropriate to student needs and learning objectives.

Analyze

The analysis stage was conducted as the first phase of the ADDIE model. This stage aimed to identify students' learning needs, learning problems, and instructional goals in learning expository text at SMAN 14 Bandar Lampung. The data were collected through a Google Form questionnaire distributed to the students and an interview with the English teacher. The results of this stage were used as the basis for designing and developing the interactive worksheet using Canva and implemented through Liveworksheets. Based on the analysis that has been conducted, the writer formulated several important points as follows.

Need Analysis

The needs analysis involved one intact class consisting of 36 tenth-grade students from class X.6 of SMAN 14 Bandar Lampung. The class was selected because it had learned expository text and represented the target users of the developed worksheet. As this study employed a Research and Development (R&D) design, the class was used to identify students' learning needs and to conduct the field testing of the product. Therefore, the findings should be interpreted within the context of the participating class and are not intended to represent all senior high school students.

The results of the needs analysis showed that most students had a positive attitude toward learning English. A total of 94.4% of the students stated that they liked English and had learned expository text, while 97.2% were familiar with digital learning media such as Canva, Quizizz, and Google Classroom. However, the questionnaire, classroom observation, and interview with the English teacher indicated that students still experienced difficulties in writing expository texts. Many students had problems organizing ideas, developing logical arguments, and identifying the generic structure of expository texts. The teacher also reported that the use of printed worksheets provided limited opportunities for active learning and did not sufficiently support students in developing their writing skills. Although students considered the existing worksheets acceptable, many expressed greater interest in interactive digital learning media that could provide visual support and interactive activities. These findings indicate that students need more engaging and structured learning media to support the process of learning and writing expository texts. Based on these findings, a Canva-based interactive worksheet integrated with Liveworksheets was developed to provide structured learning activities that guide students in understanding the organization of expository texts and developing their writing through interactive tasks.

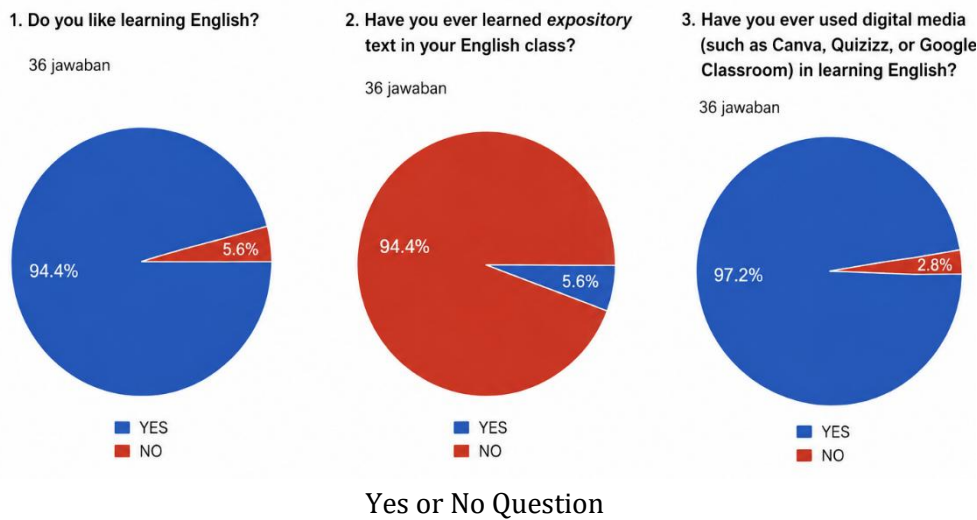


Figure 1. Google Form Questionnaire for Need Analysis

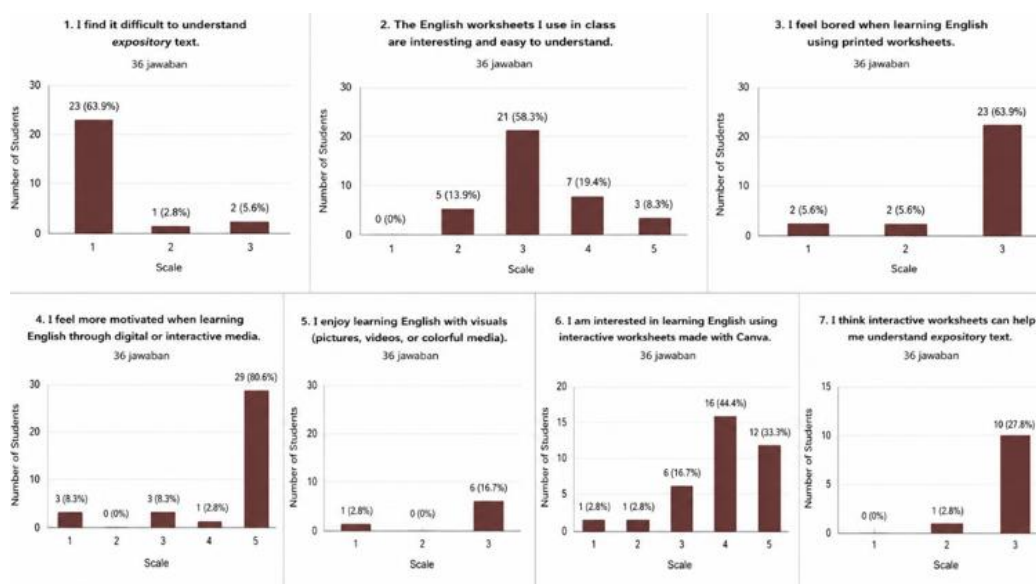


Figure 1. Likert Scale Question

Content Analysis

The results of content analysis through interviews with English teachers of class X.6 of SMAN 14 Bandar Lampung indicate that expository text is a material taught in the even semester and is still one of the materials that is difficult for students to understand. The difficulties experienced by students include recognizing text structure, understanding main ideas, and mastering vocabulary. In addition, the use of textbooks and printed worksheets causes student participation in learning to be less than optimal. Therefore, the teacher recommends the use of more interactive and visually appealing learning media. Based on the results of the analysis, interactive worksheet materials are compiled covering the definition, purpose, structure, linguistic features, and examples of expository text, which are packaged in various interactive activities such as identifying text structure, analyzing examples, matching, drag and drop, multiple choice, and short answer questions. These findings indicate the need to develop learning media based on Canva and Liveworksheets to increase student motivation, activeness, and understanding of expository text.

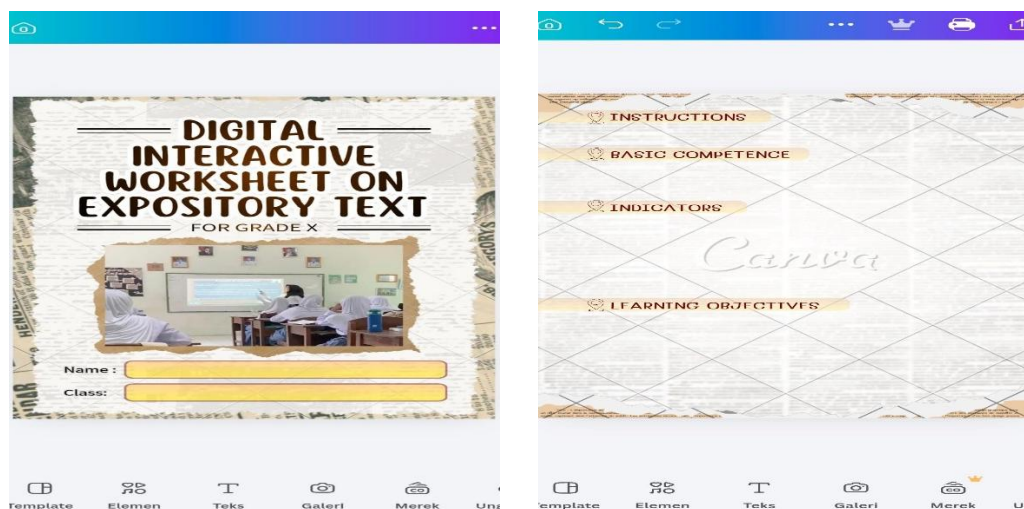
Table 1. Interview Results

Question	Answer
How do students generally respond to English learning in your class?	Students were quite enthusiastic about learning English, however some students were still less active during the learning process, particularly when the instruction relied solely on textbooks and conventional worksheets.
What materials will be taught in the second semester for grade X students?	In the second semester, tenth grade students learn several materials, one of which is expository text. In this material, students learn to understand the content, generic structure, and purpose of the text.
Have you ever used digital media such as Canva, Quizizz, or Google Classroom in teaching English?	Yes, I have used digital media such as Canva and Google Classroom in the learning process, and the students became more active and enthusiastic during the lessons.

What difficulties are usually faced by students in learning English?	They usually have difficulty understanding the content of the reading text. In addition, their limited vocabulary makes it more challenging for them to comprehend the text.
What suggestions can you give to improve students' engagement and activeness in English learning?	In my opinion, the use of interactive and engaging learning media can help increase students' participation. For example, digital media, pictures, videos, or interactive exercises can be used to make the learning process more interesting and prevent students from becoming bored.

Design

Figure 2 pictures the design specification of the Canva-based interactive worksheet integrated with Liveworksheets. The worksheet was designed by aligning the learning objectives with the competencies of expository-text learning. Each competency was supported by appropriate activity types, including identifying text structure, matching, drag-and-drop, multiple-choice, and short-answer exercises. The worksheet also incorporated multimedia elements, such as text, images, colors, icons, and visual layouts, to support students' understanding and engagement during the learning process. In addition, the worksheet provided clear instructions and interactive activities through Liveworksheets, enabling students to complete the learning tasks in a structured and interactive manner. The design process of the interactive worksheet using Canva is presented below.



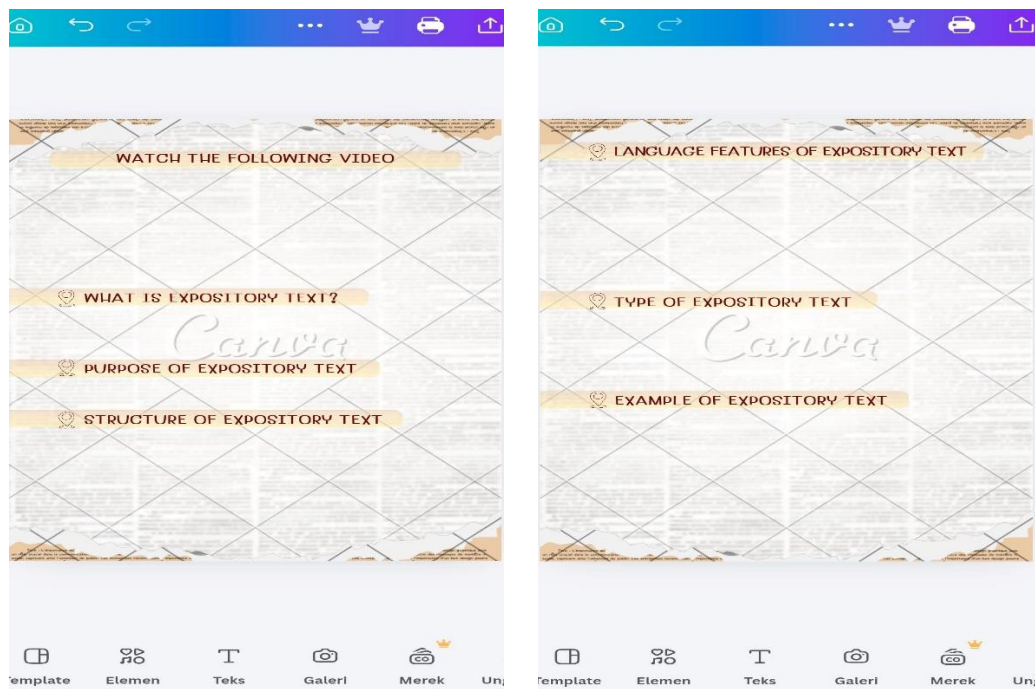


Figure 2. The Design Process of Interactive Worksheet Using Canva

After the design process, a flowchart was created as a guide to systematically illustrate the learning flow in the interactive worksheet. The flow begins with an introduction containing learning objectives and instructions for use, followed by a presentation of expository text material covering the definition, purpose, structure, linguistic features, and examples. Next, students participate in various interactive activities to strengthen their understanding of the material, such as identifying text structure, matching, drag and drop, multiple choice, and short answer questions. At the end, an evaluation is provided to measure students' level of understanding after completing all learning activities. The flowchart of the developed interactive worksheet is presented below.

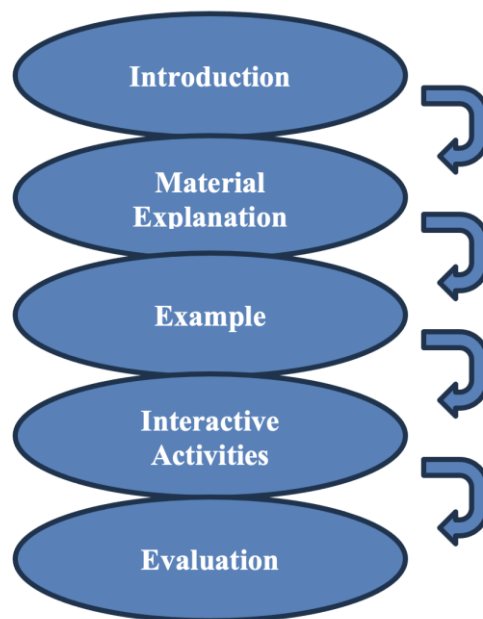
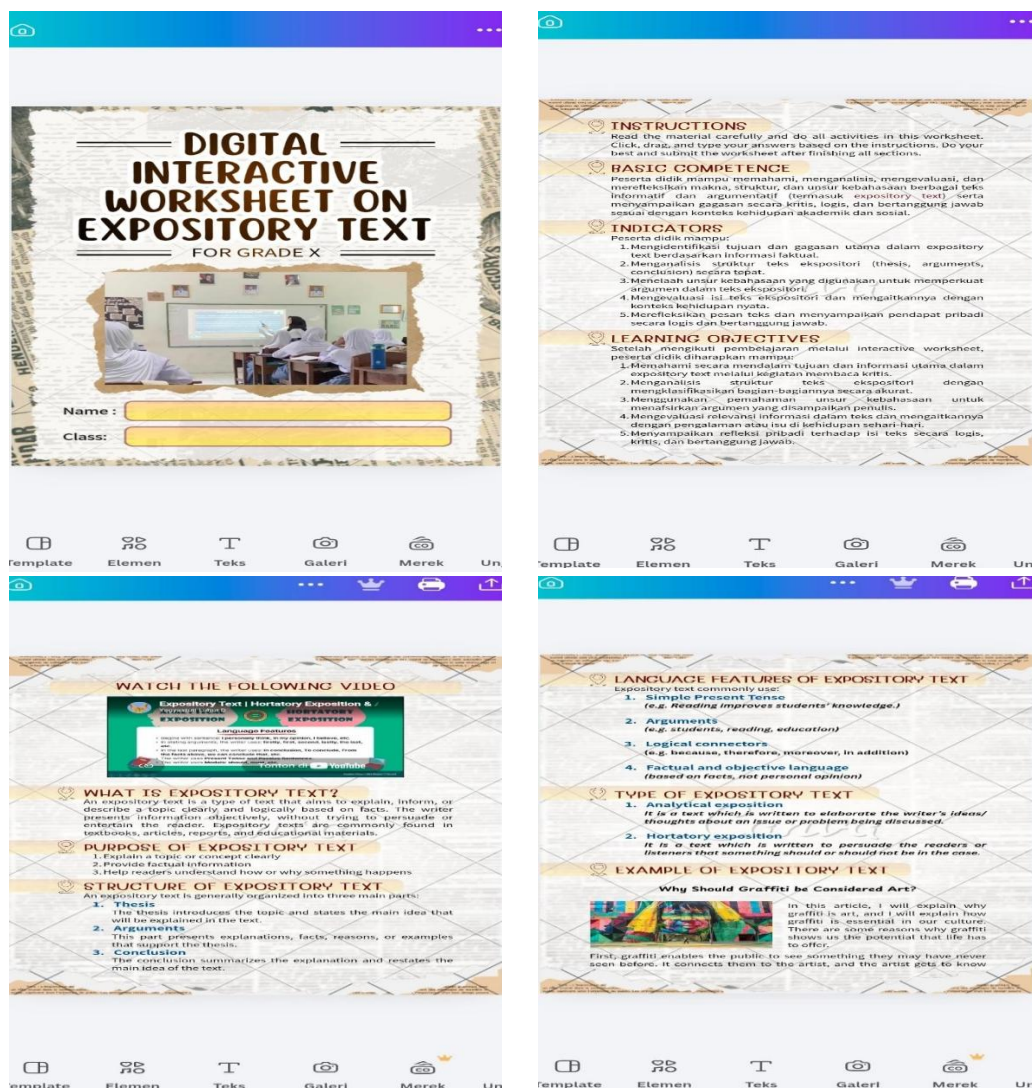


Figure 3. Flowchart of Interactive Worksheet

Development

In the development phase, interactive worksheets were created using Canva based on the design created in the previous phase. The developed materials included the definition, purpose, structure, linguistic characteristics, and examples of expository text, presented in stages, starting from the introduction, material delivery, interactive exercises, and evaluation. To enhance student engagement and understanding, the worksheets were equipped with various visual elements such as images, icons, and colorful layouts. Furthermore, interactive activities such as drag-and-drop, matching, multiple-choice, and short answer questions were designed to encourage active student engagement in learning. Product development also took into account the appropriateness of language, instructions, and design for easy understanding by 10th-grade students, so that the interactive worksheets could support expository text learning more effectively and engagingly. The material development of the developed interactive worksheet is presented below.



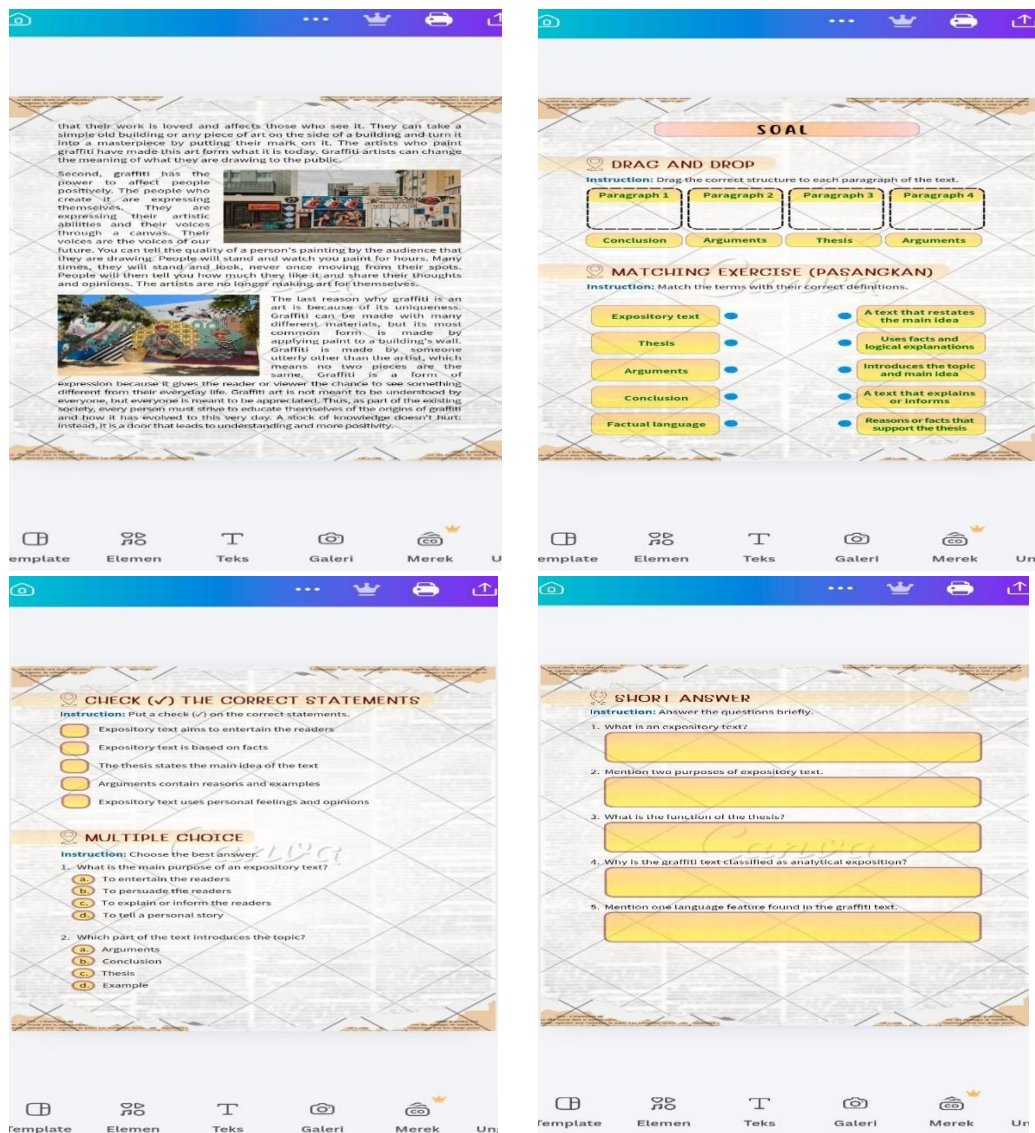


Figure 4. The Material Design of the Interactive Worksheet in Canva

Integrating the Worksheet into Liveworksheets

After the design process was completed, the interactive worksheets were integrated into the Liveworksheets platform to support more interactive and flexible learning. This integration enabled the addition of various features such as drag and drop, matching, multiple choice, and short answer questions designed to increase student participation and understanding of the expository text material. All activities were systematically arranged, from material presentation to evaluation, with instructions and displays tailored to the characteristics of 10th grade students. Through the use of Liveworksheets, the worksheets can be accessed online and are expected to increase student motivation, engagement, and activeness in learning English. The process of integrating the worksheet into Liveworksheets is presented below.

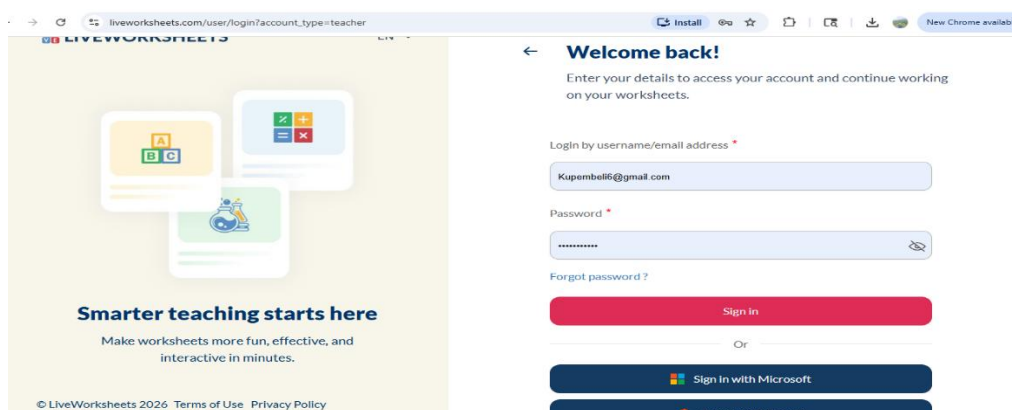


Figure 5. The process of integrating the worksheet into Liveworksheets

Expert Validation

Material validation was conducted to assess the suitability and quality of the interactive worksheet content, including its suitability to the learning objectives, student ability levels, and the applicable curriculum. Furthermore, validation also covered aspects of the material presentation, such as systematic organization, clarity of explanations, and the appropriateness of the examples provided. This process aims to ensure that the interactive worksheet effectively supports students' understanding of expository text material. The material expert validator in this research was an English lecturer. The scores obtained from the questionnaire were calculated using a Likert scale and converted into qualitative categories based on Sugiyono (2013). The results of the material expert validation can be seen in Table below

Table 2. Interview Results

Assessment Aspect	Score Obtained	Maximum Score	Mean Score	Category
Content Appropriateness	19	20	4.75	Very Good
Presentation Appropriateness	20	20	5.00	Very Good
Total/Average	39	40	4.88	Very Good

The results of the validation by material experts showed that the interactive worksheet obtained a very good category in all assessment aspects. The aspect of content feasibility obtained an average score of 4.75, while the presentation aspect obtained an average score of 5.00. Overall, the product obtained an average score of 4.88 which is included in the very good category, so it is declared suitable for use in expository text learning for grade X students. However, material experts provided several suggestions for improvement, especially in refining the form and clarity of several questions to improve the quality of the product before being implemented in the classroom.

Media Expert Validation Results

Media validation was conducted to assess the feasibility of the design and visual appearance of the interactive worksheet, including aspects of layout, use of colors, images, content organization, and the function of interactive features developed through Canva and Liveworksheets. The purpose of this validation was to ensure that the developed media was attractive, easy to use, and appropriate

to the characteristics of grade 10 students. The assessment was conducted by media experts using expert judgment instruments, which were also accompanied by the provision of suggestions and input as a basis for product improvement before being implemented in learning. The media expert was Febriyanti, S.Pd., M.Pd, an English lecturer who validated the worksheet in this research. The results of the media expert validation can be seen in Table 3 below.

Table 3. Media Expert Validation Results

Assessment Aspect	Score Obtained	Maximum Score	Mean Score	Category
Screen Design and Layout	24	25	4,80	Very Good
Audio	15	15	5,00	Very Good
Graphics and Animation	23	25	4,60	Very Good
Interaction and Feedback	20	20	5,00	Very Good
Navigation	20	20	5,00	Very Good
Total/Average	102	105	4,86	Very Good

The results of the media expert validation showed that the interactive worksheet received a very good rating in all aspects assessed. The screen design and layout aspects received an average score of 4.80, the audio aspect 5.00, the graphics and animation aspect 4.60, and the interaction, feedback, and navigation aspects each received an average score of 5.00. These results indicate that the visual display, interactive features, and navigation system in the worksheet have been designed attractively, are easy to use, and are able to support the learning process effectively. Overall, the interactive worksheet received an average score of 4.86 which is included in the very good category based on Sugiyono's criteria (2013), so it is declared very suitable for use as an expository text learning medium for grade X students.

Language Expert Validation Results

Language validation was conducted to assess the appropriateness of the language used in the interactive worksheet, including clarity of language, clarity of instructions, vocabulary accuracy, and sentence structure accuracy. The purpose of this validation was to ensure that the language used was easy to understand, suited to the characteristics of grade 10 students at SMAN 14 Bandar Lampung, and able to help students follow each learning activity well. The assessment was carried out by a linguist using an expert judgment instrument, who also provided input and suggestions for improving the language quality of the worksheet. The language expert was Eva Nurchurifiani, S.Pd., M.Pd, an English lecturer who validated the worksheet in this research. The results of the language expert validation can be seen in Table 4 below.

Table 4. Language Expert Validation Results

Assessment Aspect	Score Obtained	Maximum Score	Mean Score	Category
Language Appropriateness	20	20	5,00	Very Good
Total / Average	20	20	5,00	Very Good

The results of the validation by linguists showed that the interactive worksheet obtained an average score of 5.00, categorized as very good. The assessment included aspects of language clarity, clarity of instructions, vocabulary accuracy, and grammatical accuracy. These results indicate that the language used is easy to understand, instructions are presented clearly, vocabulary is appropriate to the students' ability level, and sentence structure meets good linguistic rules. Based on Sugiyono's

(2013) criteria, this score is in the very good category, so the interactive worksheet is declared very suitable for use from a linguistic aspect with several minor revisions as suggested by the validator.

After obtaining the validation results from the material expert, media expert, and language expert, the writer summarized the data to determine the overall feasibility of the developed interactive worksheet. The comparison of the validation results from each expert can be seen in Figure 5.

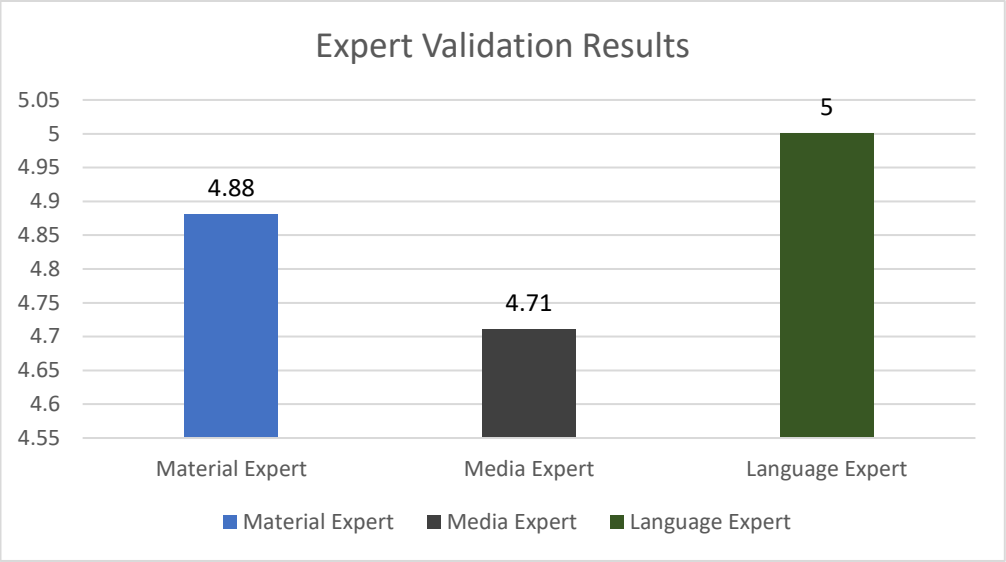


Figure 6. Assessment Results by Material, Media and Language Experts

Based on the expert validation results, the developed worksheet demonstrated a high level of feasibility across the evaluated aspects. The material expert assigned a mean score of 4.88, indicating that the content was appropriate, well organized, and aligned with the learning objectives. The media expert provided a mean score of 4.71, the lowest among the three aspects, suggesting that although the visual design and layout were considered appropriate, several improvements were still needed, particularly regarding the presentation and consistency of the media components. These suggestions were incorporated into the revised product before implementation. The language expert assigned a mean score of 5.00, indicating that the language used in the worksheet was clear, accurate, and appropriate for tenth-grade students. The overall mean score of 4.86 indicates that the worksheet met the expected quality standards and was considered suitable for classroom implementation. Therefore, in response to the second research question, the Canva-based interactive worksheet integrated with Liveworksheets was considered feasible for teaching expository text after incorporating the experts' recommendations into the final version.

Implementation

In the implementation phase, the interactive worksheet, validated by material, media, and language experts, was piloted on grade X.6 students of SMAN 14 Bandar Lampung. Before using the media, students were given a brief explanation of the expository text material as an introduction to learning. Next, students accessed the interactive worksheet through the provided link and completed various interactive activities, such as identifying text structure, drag and drop, matching, multiple choice, and short answer questions. After completing the activities, students were asked to fill out a response questionnaire to assess the clarity, attractiveness, ease of use, and usefulness of the media. The implementation results showed that students were able to follow the activities well, showed high

enthusiasm, and were more active in the learning process. The use of interactive activities and attractive visual designs also created a more participatory and enjoyable learning atmosphere.

Evaluate

In the evaluation stage, an assessment was conducted on the overall quality of the interactive worksheet after its implementation in learning. The evaluation was conducted by analyzing quantitative data from expert validation results and student response questionnaires, as well as qualitative data in the form of suggestions and comments from validators and students. The evaluation results showed that the interactive worksheet had a high level of feasibility and received positive responses from students. Most students considered this media interesting, easy to use, and helped them understand the expository text material. Based on the feedback obtained, several revisions were made to improve the product, so that the interactive worksheet was declared suitable for use as a learning medium for grade 10 students.

Field Trial

A field trial was conducted on 25 students of class X.6 of SMAN 14 Bandar Lampung to determine student responses to the developed interactive worksheet. This learning media contains various interactive activities, such as drag and drop, matching, multiple choice, and short answer questions to support the understanding of expository text material. After using the media, students filled out a response questionnaire that assessed aspects of attractiveness, material clarity, ease of use, and usefulness of the product. The trial results showed that students gave very positive responses with a very good category, which indicates that the interactive worksheet is interesting, easy to use, and effective in helping students understand expository text material. These findings indicate that the developed interactive worksheet is effective and easy to use for students. The high scores show that the students were able to understand the instructions, follow the activities, and complete the tasks properly. In addition, the results also suggest that the worksheet can support students in learning expository text in an engaging way.

Overall, the results of the field trial show that the students gave very positive responses toward the developed interactive worksheet. Therefore, it can be concluded that the product is practical, attractive, and appropriate to be used in the learning process. The percentage result of students' responses is 96.65%. To strengthen the analysis, the mean score was also calculated, resulting in 4.83. Based on the data conversion criteria proposed by Sugiyono (2013), a mean score above 4.2 is categorized as "very good." Therefore, both the percentage and mean score consistently indicate that the students' responses fall into the very good category. This result indicates that the students gave highly positive responses toward the developed interactive worksheet. The worksheet is considered interesting, easy to use, and helpful in supporting students' learning process. In addition, the interactive features successfully engaged students during the learning activities. Overall, the developed interactive worksheet is feasible, practical, and appropriate to be used as a learning medium, particularly in teaching expository text. Therefore, it can be concluded that the students' responses toward the interactive worksheet developed using Canva are categorized as very good, which means that the product is well accepted and suitable to be used in the teaching and learning process.

Product Revision

The product revision stage was conducted based on input from material, media, and language experts to improve the quality of the interactive worksheet. The revisions were minor, primarily to refine several questions to better align with learning objectives and student ability levels. Meanwhile, validation results from media and language experts indicated that the product met good criteria and therefore did not require significant changes. After the revision process, the interactive worksheet was piloted with students and received very positive responses, with ratings of attractiveness, clarity, ease of use, and usefulness being very good. Because the pilot test results showed a high level of feasibility, no further revisions or re-trials were required. Thus, the Canva-based interactive worksheet integrated with Liveworksheets was declared feasible and effective for use as a learning medium for expository text for 10th-grade students.

Discussion

The findings of this study demonstrate that the Canva-based interactive worksheet integrated with Liveworksheets is feasible, practical, and well received for teaching expository text to tenth-grade students at SMAN 14 Bandar Lampung. The development process followed the ADDIE model, beginning with a needs analysis that identified students' difficulties in understanding the structure, purpose, and linguistic features of expository texts, as well as the limited engagement generated by printed worksheets and teacher-centered instruction. The validation results indicated a high level of product feasibility, with material validation reaching a mean score of 4.88, media validation categorized as very good, language validation reaching 5.00, and an overall expert validation mean of 4.86. Furthermore, the field trial showed a highly positive student response, with a response percentage of 96.65% and a mean score of 4.83. These results suggest that the worksheet was not merely visually attractive but pedagogically functional: it provided structured learning pathways, interactive task formats, and accessible language support that helped students engage with expository-text learning more actively.

These findings are consistent with global research showing that technology-supported writing instruction can improve learner engagement, writing performance, and instructional efficiency when digital tools are aligned with clear pedagogical goals. Al-Wasy's (2020) meta-analysis found that technology integration has a substantial positive effect on EFL/ESL writing instruction, especially when it supports stages of the writing process rather than being used only as a presentation tool. Similarly, Liu et al. (2026), in a systematic review and meta-analysis of emerging technologies in EFL education, found that digital tools tend to produce positive effects on language learning outcomes, particularly when they support personalization, multimodal input, collaborative learning, and authentic learning contexts. The present study aligns with these findings because the worksheet combined visual design, interactive exercises, and guided task sequencing rather than relying on technology as decoration. In relation to expository writing, Koç et al. (2022) reported that technology-mediated writing environments can support students' performance and perceptions when abstract writing tasks are made more concrete through visual and interactive representations. However, the present study differs from immersive or augmented-reality interventions because it employs low-cost, teacher-accessible platforms. This difference is contextually important: in Indonesian secondary schools, practical adoption often depends less on technological novelty and more on usability, affordability, teacher readiness, and students' familiarity with the platform.

The findings also resonate with studies on multimodal composing and digital writing. Lee et al. (2020) showed that collaborative multimodal composing can improve EFL learners' writing quality and perceptions by enabling students to combine linguistic, visual, and interactive modes of meaning-making. The Canva-Liveworksheets product in this study reflects a similar multimodal orientation, although it is more structured and worksheet-based. Rather than asking students to produce fully multimodal compositions, the product scaffolds their understanding of expository text through identification, matching, drag-and-drop, multiple-choice, and short-answer tasks. This distinction is significant because tenth-grade students who still struggle with thesis statements, argument development, and text organization may benefit from staged instructional scaffolding before being asked to produce independent expository writing. Thus, the study supports the view that digital writing instruction should be designed progressively, moving from recognition and guided practice toward independent production.

In the Indonesian context, the findings are strongly supported by recent studies on Canva, Liveworksheets, and digital learning media. Hadi et al. (2021) found that Canva significantly improved students' writing performance, indicating that visual and design-based platforms can support writing instruction when students are guided through structured tasks. Maharani and Marhamah (2024) similarly developed Liveworksheets-based e-student worksheets for high school students and reported that the platform was useful, valid, and effective in supporting English learning activities. These studies align closely with the present research, particularly in the use of interactive digital worksheets to replace or supplement conventional printed materials. Moreover, Nurmalisa et al. (2023) emphasized that digital learning media should accommodate diverse learning-style preferences and provide varied modes of interaction. The very positive student response in this study may therefore be explained by the congruence between the worksheet design and students' digital habits: students were already familiar with digital media and responded positively to visually rich, interactive, and accessible learning materials. Similar Indonesian studies outside EFL, such as Nisyaa et al. (2025) and Puspitaningrum et al. (2024), also confirm that Canva-based media can enhance engagement, collaboration, and learning outcomes when integrated with systematic instructional design. Nevertheless, this study adds a more specific contribution by focusing on expository-text learning, a genre that requires logical organization, evidence-based reasoning, and clear argumentative structure.

Theoretically, the findings support the Cognitive Theory of Multimedia Learning, particularly the idea that meaningful learning occurs when students select relevant information, organize it into coherent verbal and visual structures, and integrate it with prior knowledge (Mayer, 2024). The worksheet's combination of text, visuals, icons, color, and interactive tasks appears to reduce the abstractness of expository-text concepts and guide students through manageable cognitive steps. Pedagogically, the results suggest that teachers can improve engagement, writing confidence, and digital media literacy by designing worksheets that are not only attractive but also sequenced, interactive, and aligned with genre-based writing objectives. Because digital learning environments can shape students' motivation, emotional experience, and identity as learners, teachers should also help students use online tools critically, ethically, and reflectively. From a policy perspective, the findings imply that schools need stronger support for digital learning infrastructure, teacher professional development, and responsible technology use. Policies should not simply encourage the use of digital platforms but should include standards for age-appropriate design, accessibility, data

privacy, media literacy, and student well-being. This is important because broader studies show that digital learning environments influence engagement and well-being (Salas-Pilco et al., 2022; Topluk & Genc, 2026), while adolescent social media and digital behavior are connected to identity formation and psychological well-being in complex ways (Shankleman et al., 2021; Valkenburg et al., 2022). Therefore, digital worksheet development should be connected to wider school policies on healthy online interaction, critical media use, and mental-health-sensitive educational technology.

The novelty of this study lies in the integration of Canva and Liveworksheets to develop a genre-specific interactive worksheet for teaching expository text at the senior high school level. While previous studies have examined Canva as a general digital learning tool or Liveworksheets as an interactive worksheet platform, this study combines both platforms within the ADDIE development model and applies them to a specific writing genre that requires structured reasoning and argument organization. Methodologically, the study contributes by combining needs analysis, expert validation, product revision, and student response evaluation to establish the feasibility and practicality of the developed product. Theoretically, it extends multimedia learning principles into genre-based EFL writing instruction by showing how visual design, interactivity, and scaffolding can support students' understanding of expository-text structure. Practically, it offers an accessible model for teachers who need low-cost, adaptable, and student-friendly digital materials.

Despite its contributions, this study has several limitations. First, the field trial involved a limited number of students from one class at one senior high school, so the findings should be interpreted as context-specific rather than generalizable to all Indonesian EFL classrooms. Second, the study relied mainly on expert validation and student response questionnaires; it did not include a control group, pre-test and post-test comparison, or delayed assessment to measure actual improvement in expository writing performance over time. Third, the very positive student responses may partly reflect novelty effects, since students may respond enthusiastically to digital media simply because it differs from conventional worksheets. Future research should therefore employ quasi-experimental or mixed-method designs, include larger and more diverse samples, compare Canva-Liveworksheets with other digital and printed media, and examine long-term effects on writing quality, motivation, self-regulated learning, digital literacy, and emotional well-being. Further studies should also investigate how teachers' digital competence, school infrastructure, and students' access to devices influence the sustainability of interactive worksheet implementation.

Conclusion

Based on the results of research and development conducted at SMAN 14 Bandar Lampung, a Canva-based interactive worksheet for expository text material was successfully developed and declared suitable for use in learning. Product development was carried out using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. Validation results by material, media, and language experts showed an average score of 4.86, which is categorized as very good, so the product is considered to meet the content, design, and language aspects. Furthermore, the results of the field trial obtained a percentage of 96.52% and student responses reached 96.65%, which is also categorized as very good. These findings indicate that the interactive worksheet is not only feasible but also practical and interesting to use. Interactive features such as drag-and-drop, matching, and automatic feedback can increase student engagement and help them understand expository text material more systematically. Thus, the Canva-based

interactive worksheet is considered effective as a learning medium that can support teachers in delivering material while increasing student participation and understanding.

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