



## Prosiding

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# Interactive Digital Storytelling Using Canva to Increase Motivation and Reading Achievement

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**Abstrak** – Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Interactive Digital Storytelling menggunakan Canva dalam meningkatkan motivasi belajar dan prestasi membaca siswa kelas VIII MTs Islamiyah Kasiman. Penelitian ini menggunakan metode Classroom Action Research (CAR) dengan subjek sebanyak 38 siswa. Data dikumpulkan melalui tes membaca, observasi, dokumentasi, dan catatan lapangan. Hasil penelitian menunjukkan bahwa penggunaan Interactive Digital Storytelling berbasis Canva mampu menciptakan pembelajaran yang lebih interaktif, menarik, dan menyenangkan. Media visual seperti gambar, animasi, dan ilustrasi cerita membantu siswa memahami teks naratif dengan lebih mudah serta meningkatkan keterlibatan siswa selama proses pembelajaran. Selain itu, penggunaan Canva juga meningkatkan motivasi belajar siswa karena pembelajaran dikemas secara kreatif dan interaktif. Peningkatan kemampuan membaca terlihat dari kenaikan nilai rata-rata siswa dari 64,84 pada pre-test menjadi 79,13 pada post-test. Persentase ketuntasan belajar juga meningkat dari 36,8% menjadi 84,2%. Hasil observasi menunjukkan bahwa siswa menjadi lebih aktif, percaya diri, dan antusias dalam mengikuti pembelajaran membaca. Dengan demikian, Interactive Digital Storytelling menggunakan Canva terbukti efektif dalam meningkatkan motivasi belajar dan prestasi membaca siswa dalam pembelajaran EFL.

**Kata kunci** – Interactive Digital Storytelling, Canva, Motivasi Belajar, Prestasi Membaca, EFL

**Abstract** – This study aimed to examine the effectiveness of Interactive Digital Storytelling using Canva in improving students' learning motivation and reading achievement of eighth-grade students at MTs Islamiyah Kasiman. This research employed Classroom Action Research (CAR) involving 38 students. The data were collected through reading tests, observations, documentation, and field notes. The findings showed that Canva-based Interactive Digital Storytelling created a more interactive, engaging, and enjoyable learning atmosphere. Visual media such as illustrations, animations, and digital story displays helped students comprehend narrative texts more easily and increased their participation during classroom activities. In addition, the use of Canva improved students' learning motivation because the instructional process was delivered creatively and interactively. Students' reading achievement improved significantly, as indicated by the increase in the mean score from 64.84 in the pre-test to 79.13 in the post-test. The percentage of students achieving the minimum mastery criterion also increased from 36.8% to 84.2%. Observation results revealed that students became more active, confident, and enthusiastic during reading

activities. Therefore, Interactive Digital Storytelling using Canva proved to be effective in improving students' motivation and reading achievement in EFL learning.

**Keywords** – Interactive Digital Storytelling, Canva, Reading Achievement, Students' Motivation, EFL Learning

## INTRODUCTION

The ability to read effectively plays an essential role in English language acquisition, especially for learners studying English as a foreign language. Through reading activities, students are exposed to information, ideas, and knowledge that support both academic development and critical thinking skills. By engaging in reading activities, learners are able to gain information, expand their knowledge, interpret ideas, and enhance their critical thinking abilities. Reading in language learning does not merely involve identifying vocabulary or sentence patterns. More importantly, students are expected to interpret meanings, understand messages, and connect information from the text with their prior knowledge. Grabe & Fredricka (2019) explain that reading is an active process involving the ability to understand, interpret, and connect information in the text with the reader's prior knowledge. Furthermore, Snow et al. (2021) states that reading comprehension is a complex process that involves constructing meaning through interaction between the reader and the text. Therefore, reading comprehension becomes one of the key factors influencing students' success in the learning process.

One of the text types taught in junior high school English learning is narrative text. Narrative text refers to a form of writing that presents a story to entertain readers while conveying moral lessons or messages. In understanding narrative texts, students are required to recognize the text structure such as orientation, complication, and resolution. In addition, students must also understand the characters, plot, conflicts, and moral messages contained in the story. However, in reality, many students still experience difficulties in comprehending narrative texts.

Based on preliminary observations conducted in class VIII of MTs Islamiyah Kasiman, several problems were found in reading instruction. Classroom observations revealed that students often encountered difficulties when understanding reading passages due to insufficient vocabulary mastery. Most learners relied heavily on translating individual words, which prevented them from

understanding the overall meaning of the text comprehensively. In addition, students also experienced difficulties in identifying the main idea, understanding the sequence of events, and recognizing the structure of narrative texts. Low learning motivation was also one of the factors causing reading instruction to be less effective.

Conventional instructional techniques used during reading lessons frequently reduced students' interest and classroom engagement. Teachers more often used textbooks without being supported by interesting visual learning media. As a result, students tended to be passive during the learning process and less involved in reading activities.

Similar findings were also reported by Mantiri et al. (2021), who found that students' limited vocabulary and low motivation affected their reading comprehension in EFL. In addition, Khaerani et al. (2023) explain that the use of less interactive learning media causes students to have difficulty understanding the content of the text because they do not receive visual support that helps them understand the storyline.

Research from IKIP PGRI Bojonegoro also shows the importance of using interactive learning strategies to improve students' reading ability. Aini et al. (2021) explains that the use of cooperative learning methods can improve students' reading comprehension because students become more active in discussing and understanding the text together with their groups. In addition, Pragiwati. (2022) found that the guided reading method effectively helps students understand important information and improve their reading comprehension skills. Purnamasari et al. (2020) also states that interesting and interactive reading strategies can increase students' participation during the learning process.

To overcome these problems, learning media that can improve students' learning motivation while helping them understand the text more easily are needed. One of the media that can be used is Canva. Canva offers various multimedia features, including visual illustrations, animated content, audio, video integration, and editable templates that can support more creative classroom instruction.

The integration of digital applications in English learning can improve students' motivation and engagement because the learning materials are presented more creatively and interactively (Rahmawati & Nurdianingsih, n.d.).

Through Interactive Digital Storytelling, narrative texts can be presented in the form of digital stories that combine visual and textual elements, making it easier for students to understand the story content. The use of pictures, illustrations, and animations can help students visualize the characters, setting, conflicts, and sequence of events in the story. In addition, the interactive features in Canva also make students more actively involved in the learning process.

Fitrianingsih (2017) explains that storytelling activities encourage students to participate more actively in English learning because students become more confident and engaged during classroom interaction.

According to Fitri & Efendi (2024), Canva based learning activities were able to increase students' enthusiasm and improve their academic achievement. These findings are strengthened by the study conducted by Aliyah & Aisyah (2025), which explains that Interactive Digital Storytelling effectively improves students' understanding of narrative text structures and helps students comprehend the text more deeply. Robin (2023) also states that digital storytelling helps students understand texts through the combination of visual and textual elements, making the learning process more meaningful.

Considering the issues described previously, this research focuses on analyzing the effectiveness of Interactive Digital Storytelling using Canva in enhancing students' motivation and reading achievement. This study is expected to contribute to the development of innovative learning media that are in line with the current development of educational technology.

## RESEARCH METHODOLOGY

The present study employed Classroom Action Research as the research design in order to enhance the effectiveness of classroom instruction. This method was chosen because it aims to improve the teaching and learning process directly through actions implemented in the classroom. The Classroom Action Research (CAR)

procedure was carried out through four sequential phases: planning, implementation, observation, and reflection.

The research implementation consisted of two action cycles, with each cycle involving several systematic stages. Each cycle consisted of four stages: planning, acting, observing, and reflecting. In the planning stage, the researcher prepared lesson plans, Canva-based Interactive Digital Storytelling materials, observation sheets, and reading tests. In the acting stage, the learning activities were implemented using interactive digital storytelling through Canva. During the observation stage, students' participation, motivation, and classroom interaction were observed using observation sheets and field notes. In the reflection stage, the researcher evaluated the strengths and weaknesses of the implementation to improve the following cycle.

The research was conducted at MTs Islamiyah Kasiman in the second semester of the 2025/2026 academic year. The subjects of the study were 38 eighth-grade students consisting of male and female students. This study focused on improving students' learning motivation and reading achievement in narrative texts through the use of Interactive Digital Storytelling using Canva.

The research instruments used in this study included:

1. Reading comprehension test
2. Observation sheets
3. Documentation
4. Field notes

To ensure the validity of the instruments, the reading tests and observation sheets were reviewed by the English teacher and lecturer supervisor before being administered to the students. The instruments were adjusted to the students' level and the learning objectives of narrative text instruction.

**Table 1.** Students' Learning Motivation Indicators

No.	Indicators of Learning Motivation	Description
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1.	Students' attention	Students pay attention to the teacher's explanation and digital storytelling presentation
2.	Students' participation	Students actively participate in classroom discussions and reading activities
3.	Students' enthusiasm	Students show enthusiasm in completing tasks and responding to questions
4.	Students' confidence	Students confidently answer questions and express opinions
5.	Students' interaction	Students actively interact with teachers and peers during learning activities

Reading test were administered to measure students' progress before and after the implementation of the learning strategy. Observation was conducted to identify students' activities, motivation, and engagement during the learning process. Documentation was used as supporting data in the form of photographs of classroom activities and students' work results.

**Table 2.** Reading Achievement Assessment Rubric

No.	Reading Aspects	Description
1.	Identifying Main Idea	Students are able to identify the main idea of the narrative text correctly
2.	Vocabulary Understanding	Students understand vocabulary based on the context of the text
3.	Detailed Information	Students are able to identify specific information from the text

4.	Generic Structure	Students understand orientation, complication, and resolution in narrative texts
5.	Moral Value	Students are able to identify the moral message contained in the story

**Table 3.** Scoring Criteria

Score	Criteria
4	Excellent
3	Good
2	Fair
1	Poor

Each reading aspect was assessed using a four-point scoring scale ranging from 1 (poor) to 4 (excellent). The scores were then calculated to determine students' overall reading achievement improvement.

The learning process was carried out through several stages, namely:

#### 1. Digital Pre-Reading Stage

At this stage, the teacher introduced the story topic through Canva by using pictures, illustrations, and interesting animations. Students were asked to observe the pictures and predict the content of the story before reading the text.

#### 2. Interactive While-Reading Stage

Students read narrative texts presented through interactive Canva slides. The teacher guided students to understand the storyline, characters, setting, and conflicts in the story.

#### 3. Comprehension Interaction Stage

Students answered questions related to the content of the text, narrative structure, vocabulary, and moral values of the story. The teacher also encouraged students to discuss the content of the reading text.

#### 4. Post-Reading Reflection Stage

Students were asked to summarize the story and express their opinions about the moral values contained in the text.

### **5. Production Stage**

In the final stage, students created reading videos or retold the story using Canva as a form of evaluation of their reading comprehension.

Quantitative data were analyzed by calculating the mean scores of students' pre-test and post-test results as well as the percentage of students achieving the Minimum Mastery Criterion (KKM). The improvement of students' reading achievement was measured by comparing the scores obtained before and after the implementation of the action. Meanwhile, qualitative data obtained from observations, field notes, and classroom documentation were analyzed descriptively to identify students' motivation, participation, and classroom interaction during the learning process.

## **FINDING AND DISCUSSION**

Before the action was implemented, students' reading ability was still considered low. Based on the pre-test results, many students still struggled to comprehend narrative passage, identify main ideas, and understand vocabulary within the context of the text. In addition, students appeared less active and less motivated during the learning process.

The implementation of the strategy brought noticeable changes to students' participation and learning behavior in the classroom. The students showed greater enthusiasm and became more actively involved in classroom participation. The presence of visual supports, including animated slides and story illustrations, assisted students in following and understanding the sequence of events within the text.

Similar findings were reported by Nurdianingsih et al. (2021), who found that attractive and interactive learning media could increase students' enthusiasm, participation, and learning motivation during English instruction.

Furthermore, Students also showed greater confidence when responding to classroom questions and expressing their opinions. The use of Canva also made the

learning process more interesting, so students did not easily feel bored during reading activities.

**Table 4.** Students' Pre-Test and Post-Test Results

<b>Aspect</b>	<b>Pre-Test</b>	<b>Post-Test</b>
Mean Score	64.84	79.13
Learning Mastery	36.8%	84.2%
<b>Students Achieving KKM</b>	14 Students	32 Students

Based on the table above, it can be seen that the result indicated a noticeable increase in students' reading performance after the implementation of the strategy. Data analysis indicated a significant improvement in students' reading performance, reflected by the considerable increase in the average test scores. In addition, the number of students who achieved the Minimum Mastery Criterion (KKM) also increased significantly.

**Table 5.** Observation Results of Students' Motivation

<b>Motivation Indicators</b>	<b>Before Implementation</b>	<b>After Implementation</b>
Students' attention	Low	High
Classroom participation	Passive	Active
Students' enthusiasm	Low	High
Confidence in answering questions	Low	Improved
Interaction with peers and teacher	Limited	Interactive

Based on classroom observation, students showed significant improvement in learning motivation after the implementation of Interactive Digital Storytelling using Canva. Students demonstrated higher participation, enthusiasm, and confidence during classroom activities. Classroom interaction also improved as students participated more actively in discussions and reading tasks.

The implementation of Canva-based Interactive Digital Storytelling significantly enhanced students' learning motivation and classroom engagement. The use of interactive visual media encouraged students to participate more actively in reading activities and classroom discussions.

The effectiveness of Interactive Digital Storytelling using Canva can also be explained through Multimedia Learning Theory proposed by Mayer (2021). According to multimedia learning principles, students tend to understand learning materials better when verbal explanations are supported by visual representations instead of relying solely on written text. In this study, students received reading materials supported by illustrations, animations, and interactive story presentations, which helped them process and organize information more easily.

Visual elements in digital storytelling also supported students in constructing meaning from the text. Pictures and animations helped students understand characters, setting, plot, and sequence of events in narrative texts. As a result, students were able to connect prior knowledge with new information more effectively, leading to better reading comprehension.

In addition, Canva-based learning activities created a more student-centered learning environment. Learners participated actively throughout the lesson by observing the material, sharing ideas in discussions, creating summaries, and retelling the narrative content. This active involvement increased students' engagement and motivation during the learning process.

The result suggest that combining technology with visual learning media may minimize students' boredom and encouradge more interactive classroom activities. Therefore, Interactive Digital Storytelling using Canva can be considered an innovative learning strategy that supports meaningful and enjoyable EFL learning.

The study revealed that Interactive Digital Storytelling through Canva contributed positively to students' motivation and reading achievement. The use of visual media helped students understand the content of the text more easily because students were able to directly observe the story illustrations.

The findings of this study are in line with Robin's theory (2023), which states that digital storytelling can improve students' reading comprehension through the

combination of visual and textual elements simultaneously. When students receive visual support, they can understand the content of the story more easily and connect the information in the text more effectively.

In addition, this study also supports the research conducted by Fitri & Efendi (2024), which states that Canva can improve students' learning motivation because the learning materials are presented in an interesting and interactive way. In this study, students appeared more active in asking questions, participating in discussions, and answering questions during the learning process.

The findings of this study are also consistent with the studies conducted at IKIP PGRI Bojonegoro by Aini et al. (2021) and Pragiwati (2022). Both previous studies demonstrated that interactive learning approaches were effective in developing students' reading comprehension skills.

These findings are also supported by previous studies conducted by lecturers of IKIP PGRI Bojonegoro. Fitrianiingsih (2017) emphasizes that storytelling activities can improve students' classroom participation and confidence, while (Rahmawati et al. (2022) explain that technology-integrated learning media help create more engaging and interactive EFL learning environments.

Therefore, the use of Interactive Digital Storytelling using Canva can be considered an effective and innovative learning media to improve students' motivation and reading achievement in English learning.

## CONCLUSION

Based on the findings of the study, it can be concluded the use of Interactive Digital Storytelling through Canva successfully improved students' motivation and reading performance. Interactive visual learning media contributed positively to students' comprehension of narrative texts and increased their classroom involvement.

Students' achievement improved considerably, as reflected in the higher average scores obtained after the treatment, which rose from 64.84 in the pre-test to 79.13 in the post-test. In addition, the percentage of students achieving learning mastery increased from 36.8% to 84.2%. Students also showed positive changes in terms of

increased learning motivation, activeness, and self-confidence during the learning process.

Therefore, Canva can be used as an innovative learning media that supports English reading instruction in a more effective, interesting, and engaging way, in line with the development of modern educational technology.

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